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ABSTRACT

This report describes activities related to establishing and providing technical assistance to nine new state Individually Guided Education (IGE) networks, providing technical assistance to fourteen state IGE networks operating prior to July 1974, conducting fifteen leadership workshops and establishing four regional IGE institutes. Attention is given to: (1) the need for establishing extraorganizational facilitative environments for IGE schools; (2) a description of the model for state IGE networks and a discussion of how this model is being applied in 23 states; (3) strategies and conditions for implementing IGE in urban and inner-city schools; (4) the national element of the facilitative environment for IGE with the emphasis on the four IGE institutes; (5) leadership development activities and workshop evaluation; and (6) an assessment of the major elements in the IGE facilitative environment. (Author/DAG)

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Technical Report No. 402

CONTINUATION OF THE DISSEMINATION/IMPLEMENTATION OF INDIVIDUALLY GUIDED EDUCATION 1974-1975

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Report from the Project on
Multiunit School-Elementary

Wisconsin Research and Development
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WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

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The mission of the Wisconsin Research and Development Center for Cognitive Learning is to help learners develop as rapidly and effectively as possible their potential as human beings and as contributing members of society. The R&D Center is striving to fulfill this goal by

- conducting research to discover more about how children learn
- developing improved instructional strategies, processes and materials for school administrators, teachers, and children, and
- offering assistance to educators and citizens which will help transfer the outcomes of research and development into practice

PROGRAM

The activities of the Wisconsin R&D Center are organized around one unifying theme, Individually Guided Education.

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ABSTRACT

This report presents information relative to the continuing dissemination and implementation of Individually Guided Education (IGE) during the period July 1, 1974 through December 31, 1975. During this eighteen month period, the Center was funded by the National Institute of Education (Modification 7, Contract NE-C-00-3-0065) to pursue activities related to establishing and providing technical assistance to nine new state IGE networks, providing technical assistance to fourteen state IGE networks operating prior to July 1974, conducting fifteen leadership workshops, and establishing four regional IGE institutes. In addition, the R & D Center engaged in activities to determine appropriate strategies for implementing IGE in urban/inner-city schools.

Attention is given, in Chapter I, to the need for establishing extraorganizational facilitative environments for IGE schools. In Chapter II, the discussion focuses on a description of the model for state IGE networks and a discussion of how this model is being applied in 23 states, with particular attention to the nine established in this project. Chapter III is devoted to strategies and conditions for implementing IGE in urban and inner-city schools. Chapter IV describes the national element of the facilitative environment for IGE with the emphasis on the four IGE institutes. In Chapter V, leadership development activities during the duration of this project are described and the evaluation of the workshops reported. Finally, in Chapter VI, the discussion focuses on an assessment of the major elements in the IGE facilitative environment.

I

THE NEED FOR EXTRAORGANIZATIONAL FACILITATIVE ENVIRONMENTS FOR IGE[1]

BY JAMES E. WALTER

The facilitative environments component of IGE was designed to ensure the continuous improvement of education with IGE as the focus. It has two major aspects. The first is the intraorganizational environment at the local school level provided by the multiunit organizational structure. The second, and the focus of this report, is the extraorganizational environment provided by the agencies which support, in a variety of ways, the efforts of the IGE schools. Within a state, the extraorganizational environment is provided by the state education agency, intermediate education agencies, and teacher education institutions. In many states, regional and statewide IGE networks have been organized and are coordinating the efforts of these agencies with those of local schools. Nationally, the extraorganizational environment consists primarily of the Association for Individually Guided Education, regional IGE institutes, the Wisconsin Research and Development Center, and the University of Wisconsin IGE Teacher Education Project.

The concept of facilitative environments is based upon three major premises which have been tested, put into practice, and validated in a few states. First, the educational agencies of each state have the responsibility and the essential intellectual, technical, human, and material resources required for providing a high quality of education. Second, means can be found for the cooperative utilization of these resources in the continuous improvement of education. Third, IGE is a comprehensive alternative form of schooling that can function within the present governmental-educational structure of each state. As such, it provides an appropriate focus for the persons and agencies of the state to mobilize their educational improvement and renewal efforts.

In this chapter, attention focuses on the need for establishing and maintaining the extraorganizational facilitative environment for IGE schools. To provide the context for establishing the facilitative environments, the requirements and strategies for helping schools make

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[1] This chapter is adapted from Walter, Lipham, and Klausmeier, in press.

the changeover to IGE are described. The discussion then turns to the collaborative relationships needed among educational agencies within a state for IGE to be implemented effectively. The chapter concludes with a discussion of the need for multistate and national arrangements.

REQUIREMENTS AND STRATEGIES FOR IMPLEMENTING IGE

The system of IGE requires substantial changes in the behaviors of persons involved in its implementation. The acquisition of new behaviors on the part of the school staff is approached in two ways: by redefining the roles of the administrative and instructional staff of the school, and by providing opportunities for acquiring the understandings, skills, and attitudes required by their new and expanded roles. While roles in IGE schools are based on many familiar expectations, several new expectations are introduced. Thus, prospective and practicing IGE teachers, unit leaders, and administrators must acquire the requisite understandings and skills if IGE is to be implemented successfully. To help ensure that such skills and understandings are acquired, strategies and materials have been developed to provide opportunities to learn IGE concepts and practices.

Three general strategies may be used for assisting schools in making the changeover to IGE. In the first strategy, used widely from 1971-1976, a team of implementors from a national IGE agency (e.g., the R & D Center, IGE institutes), a state education agency, a teacher education institution, and/or an intermediate education agency conducts a series of inservice meetings and workshops and provides other supportive assistance. In this strategy, the activities include: (1) awareness conferences for school, district, and community representatives; (2) activities to secure commitment to implementing IGE; (3) workshops and other inservice activities to enable local school educators to acquire and reinforce the skills and understandings for starting an IGE school; and (4) in-depth concentrated workshops conducted to help refine IGE practices.

The second strategy is for a teacher education institution to take the initiative in helping schools make the changeover to IGE. This strategy was made possible in 1976 with the development of the Leadership Series in Individually Guided Education (Klausmeier, 1976). In this approach, a team of teacher educators plans a sequence of activities including conferences, courses, and seminars to help school administrators and teachers learn about and subsequently make the changeover to IGE. Brief conferences are held to give district administrators, teachers, and community representatives an overview of IGE, to identify training needs, and to plan and implement course offerings in IGE to meet those needs. After such conferences and after decisions have been made to implement IGE, school staffs attend courses, seminars, and workshops to acquire the necessary understandings and skills. In these activities, staffs plan for and make the changeover to IGE.

The third strategy is for an intermediate education agency, a teaching center, or a school district to provide IGE implementation assistance as part of an ongoing staff development program. This strategy is often used in school districts where there already are IGE schools and the commitment to IGE is strong.

These three strategies were useful, as of 1976, for guiding activities designed to help school staffs make the changeover to IGE. However, as increasing numbers of teacher education institutions develop undergraduate and graduate programs in IGE, and as prospective and experienced educators become knowledgeable and skilled in IGE through these programs, the need for special assistance in changing over to IGE will be reduced.

In all circumstances, school staffs will continue to need assistance in refining IGE. As Hall and others (1975) have stated, educators implementing a complex change such as IGE, need opportunities to apply, reinforce, and internalize new concepts and practices. Staffs of IGE schools profit greatly from having graduate courses or staff development programs which focus on improving performance in each component of IGE. Additional expertise should be developed in such curricular areas as reading, mathematics, sciences, and social studies and in such processes as planning, decision making, communicating, and evaluating.

Materials have been developed to help school staffs acquire the understandings and skills requisite for implementing IGE successfully. The R & D Center has developed an implementation manual which presents guidelines for conducting staff development programs to help schools make the changeover to IGE. The UW/IGE Teacher Education Project has developed ten sets of multimedia materials designed primarily for use in undergraduate and graduate programs in teacher education institutions; and secondarily for use in staff development programs for starting and refining IGE schools and state IGE networks.

These IGE implementation materials are useful in each of the foregoing strategies. Each strategy, of course, will have to be modified to take into account situational circumstances including existing formal and informal relationships, knowledge of IGE, and proficiency in designing and conducting the necessary activities. The appropriate use of these materials and the execution of the strategies requires the cooperation of educational agencies within a state.

RELATIONSHIPS AMONG EDUCATIONAL AGENCIES IN A STATE

Establishing close cooperation among educational agencies within a region of a state and statewide makes possible collaborative activities which mobilize the intellectual, human, and material resources for educational renewal. Such resources are necessary if schools are to meet the requirements for starting, maintaining, and refining IGE. Initially, school staffs need accurate information and expert assistance in making the changeover to IGE. They subsequently need support to help them in refinement and renewal activities. Experiences of educators in IGE and other innovative efforts have clearly demonstrated that school staffs need assistance from other agencies to be successful (Paul, 1974).

Enhancing Relationships Among Educational Agencies

In most states three or four agencies supported by public tax dollars are legally responsible for major functions in education. The state education agency is responsible for educational leadership in the entire state. Teacher education institutions have the primary responsibility for preparing teachers and administrators. Intermediate education agencies (in about one-half of the states) are responsible for providing cooperative services to school districts. Local school districts are accountable for the instruction of students. In carrying out these and other functions, many formal and informal relationships have developed among the education agencies through the years. For example, local school districts typically are required to report to the state education agency for funding and program approval. The state education agency in most states approves programs for teacher and administrator certification. The preparation of prospective educators and their continuing professional development is generally provided by teacher education institutions. Cooperative relationships have been established for educational improvement as, for example, in teaching centers which have been established in many states for curricular and staff development endeavors. Even so, there is still some duplication of effort, due primarily to a lack of input and information between and among the agencies. Local educators often complain that the assistance they get from external agencies is insufficient or irrelevant to their needs (Berman & McLaughlin, 1975). It is clear, therefore, that sustained attention must be given to enhancing and improving collaborative relationships among educational agencies.

Each kind of educational agency--the state education agency, intermediate education agencies, teacher education institutions, and local schools--has great leadership capabilities and intellectual resources. Each has a different primary mission and allocates resources differently. The improvement of education requires cooperative, collaborative effort which utilizes differences, leadership capabilities, and intellectual resources. Frequent and regular interaction among agencies results in innovative activity (Utterback, 1974). Thus when relationships among agencies legally responsible for education are coordinated and articulated in such a way that important decisions are made on the basis of input from other agencies, great potential exists for the improvement of education, including the relating of research to practice.

Both within a region of a state and statewide, coordination of cooperative and collaborative efforts provides the means by which school staffs can make the changeover to IGE, and refine and improve their implementation of IGE. To make such conditions possible, a model for state IGE networks which organizes and structures appropriate relationships among the educational agencies within a state has been developed and is being implemented in 23 states. A description of the model and the status of its implemention is discussed in Chapter II. A model for establishing a facilitative environment for IGE in urban and inner-city schools is described in Chapter III.

State IGE networks provide the facilitative environment for IGE schools within a state. Relationships and capabilities are developing to provide a national perspective to the extraorganizational facilitative environment of IGE.

NATIONAL RELATIONSHIPS AND CAPABILITIES

Educational research and development is essential for realizing significant improvement in educational practices. At the present time, however, there are few, if any, states that have developed long-term, mission-oriented, programmatic r & d capabilities. Those that exist are located primarily in regional educational laboratories and research and development centers. A serious problem in realizing the benefits of r & d in local schools is that there are no efficient and effective means for communications between local schools and the state agencies that support them, and the national r & d agencies. Thus, potential beneficiaries are often not aware of the outcomes of r & d (Chase, 1970), and the r & d performers are frequently not sufficiently cognizant of the problems and needs which require research and development.

The lack of relationships between the educational agencies within a state and national r & d agencies has contributed to an inadequate identification of what should be done and who should do it. This circumstance suggests that the present role relationships between local schools, the educational agencies within a state that support them, and r & d agencies be more clearly defined and more closely coordinated. Appropriate communications could provide for an upward spiralling problem solving capability that provides access to increasingly diverse and sophisticated resources as problems increase in complexity. Problems not resolvable by local school personnel with their resources could be transmitted to teacher education institutions, intermediate education agencies, and state education agencies for resolution in accordance with their missions and resources. Similarly, problems which require extensive and concentrated research and development could be transmitted to an r & d agency for attention and resolution. The r & d agency could draw upon representatives of potential users to test formulations. In return, the relationships provide the means for problem resolution and the associated staff development activities to be transmitted back to users. The result would be that participants identify the problems, explore them in depth, transmit them to other elements for assistance in resolution, cooperate in resolving the problems, and be recipients of outcomes they can accept and implement.

With regard to the implementation of IGE, a set of national relationships, capabilities, and arrangements is emerging which have the potential for more closely relating school needs with a variety of resources. These relationships, capabilities, and arrangements are necessary to realize the objective that IGE become an established self-renewing alternative form of schooling in the nation's schools. The general conceptualizations that comprise IGE are the product of the R & D

Center in collaboration with representative local school district educators, teacher educators, and state education agency personnel. These general conceptualizations and operational guidelines have been adapted, refined, and modified to meet the requirements of local situations. Creative solutions have been transmitted in a variety of ways to others nationally.

While substantial research and development has been conducted on IGE since 1965-66, much remains to be done. Some components of the IGE system are conceptualized and described in operational terms so that schools can implement them, other components are not so far along. Moreover, there are many other research and development outcomes from other r & d sources potentially helpful to IGE schools. Leadership development is required to help ensure successful utilization and incorporation of the remaining IGE components, as well as the outcomes from other r & d agencies. It is also required for persons involved in forming state IGE networks. Finally, among persons involved in the implementation of IGE there is a desire to associate with each other nationally.

In response to these circumstances regional IGE institutes were established, a series of leadership workshops conducted, and the Association for Individually Guided Education (AIGE) was formed. The IGE institutes have the potential for coordinating activities between the R & D Center, the state IGE networks, and among state networks within a geographic region of the country. Leadership workshops provide the means for increasing the capabilities for IGE implementation in the states and the institutes. AIGE provides the national forum for persons involved in IGE to exchange information, strategies for implementing IGE, solutions for problems encountered in implementing IGE, and other successful practices. A discussion of the national aspects of the facilitative environments including the IGE institutes and AIGE will be presented in Chapter IV. The leadership workshops and their evaluation will be discussed in Chapter V.

SUMMARY

Three major issues related to implementing IGE have guided the development of the extraorganizational facilitative environment of IGE. One issue is the requirements for implementing IGE in the schools. Learning new roles and responsibilities for teachers, unit leaders, and principals, and implementing new administrative and instructional practices requires appropriate materials, support, and assistance from other agencies. Preservice and inservice materials have been developed to provide support and assistance in carrying out educational improvement strategies.

The second issue is that refining the implementation of IGE concepts and practices in schools requires access to a wide range of intellectual, human, and material resources. A sustained provision of these

resources necessitates that coordinating mechanisms be established among those agencies within a state that have legal responsibilities in education. For proper coordination it is essential that complementary role relationships be more firmly established and articulated and that major decisions be made on the basis of information from other agencies. State IGE networks were established to provide such coordination.

The third issue is that educational renewal requires continuing research and development based on communications between and among local schools, other educational agencies within a state, and research and development agencies. Communications established through coordinating structures and intermediate level arrangements could result in bridging the gap between research and practice. With regard to IGE, such structures and arrangements are developing in the state IGE networks, IGE institutes, AIGE, and leadership workshops.

II

STATE IGE NETWORKS

BY WALTER E. KRUPA AND JAMES E. WALTER

The focus of this chapter is on the growth and development of state IGE networks from 1971 through 1975 with special emphasis on the period from July 1974 through December 1975. Attention is devoted first to a discussion of the experiences and needs of IGE schools as the basis for developing a model for state IGE networks. Next, a description and discussion of the R & D Center's efforts in working with 23 states to form and further strengthen networks during the period from July 1974 to December 1975 is presented. Finally, the status of the state IGE networks is assessed.

THE DEVELOPMENT OF THE STATE IGE NETWORK MODEL

In early (1968-70) efforts related to disseminating information and providing minimal assistance in implementing IGE, the R & D Center faced several problems. There were the usual problems associated with inservice activities and materials, securing commitment from school officials, and similar concerns. More important than these concerns, however, was creating an environment which would facilitate the implementation of IGE.

The R & D Center's analysis of environmental conditions led to a conceptualization of two major dimensions of the facilitative environments for schools. One dimension is the intraorganizational environment and the other is the extraorganizational environment. The former had been addressed by the multiunit organization in an elementary IGE school. The development of a model for a state IGE network addressed the need for attending to some of the major aspects of the extraorganizational environment of a school.

The Evolution Of The State Network Model

The first IGE schools were implemented in Wisconsin in 1967 and shortly thereafter in Ohio. In both states the efforts proceeded with the cooperation of the state education agency and one or more teacher education institutions. The experiences in these states showed that cooperation was possible and that the quality of implementation was enhanced as a result of the cooperative efforts (Paul, 1974).

With the advent of federal funding (from the United States Office of Education) for the national implementation of IGE in 1971, the R & D Center established relationships with agencies in ten states which included Wisconsin and Ohio. In nine of these states the relationships were created with state education agencies and in the tenth state with a teacher education institution. The relationships were established through subcontractual arrangements which provided monetary support for the implementation of IGE within a state and, in turn, the agency identified a person to serve as the state IGE coordinator. Not only was the state coordinator to provide awareness and changeover assistance to schools implementing IGE, but also to bring to the schools other resources as needed to provide technical assistance to the schools in specific areas such as in reading or mathematics, evaluation, interpersonal communications, and the like. R & D Center staff worked directly with the schools in the early stages, helped the state coordinators develop leadership skills, and provided back-up support to the state coordinators.

As the numbers of IGE schools increased, it became clear that neither the R & D Center nor the state IGE coordinators could help additional schools make the changeover to IGE and at the same time provide continuing assistance as IGE schools began to refine their operations. Not only was the span of control too large for either the R & D Center or the state coordinator to deal effectively with the needs of the schools, but also the specific needs of the schools were such that only resources within relatively close geographical proximity could provide the appropriate technical assistance. However, with few exceptions there were no structures in place which could coordinate the resources of several agencies for effective impact on the schools.

Thus, in 1973, two major issues provided the basis for establishing state IGE networks. One issue arose out of the specific needs of IGE schools. After two years of national implementation activities, many experienced IGE schools were encountering problems. Some schools were not realizing the achievement gains among children that were expected. Other school staffs were not getting the day-by-day kinds of help needed to design and implement differentiated instructional activities and materials. Still others had reached premature closure in implementing IGE. These and other conditions indicated that staffs in IGE schools did not have access to the intellectual, human, and material resources needed for continuous problem solving. Most schools appeared to be doing an excellent job of solving the problems for which they had time, understanding, and personnel. However, for those concerns requiring expertise and time beyond the local school's capability, school staffs had very little access to the required resources.

The second issue was the need for improving relationships among agencies legally responsible for major aspects of education within a state in order to provide the resources to IGE schools. Clearly, the improvement of educational practices requires that agencies responsible for teaching pupils, preparing teachers and administrators, providing services to schools, and for the conduct of education with a state collaborate in assessing needs, planning activities, coordinating programs, and exchanging resources. Moreover, the differing capabilities

and resources among state education agencies, teacher education institutions, intermediate education agencies, and local school districts suggest that coordinating structures are needed for the effective and efficient utilization of such capabilities and resources. Establishing state IGE networks as a means for coordinating collaborative efforts made it possible for educational agencies within the various states to focus on educational renewal through IGE.

The State IGE Network Model

The model for a state IGE network (Klausmeier, Walter & Lins, 1974) describes a collaborative structure for identifying needs, coordinating planning, allocating resources, and implementing activities among the educational agencies of a state. A state network builds upon the differing capabilities and resources among state education agencies, teacher education institutions, intermediate education agencies, and local school districts. The collaborative structure of the state network permits agencies to exchange information and to design and implement programs based on information and input from each of the agencies, groups, and individuals involved. Thus, a state IGE network, including regional arrangements, is organized so that the agencies in the extraorganizational environment of IGE schools can engage in educational improvement and renewal, with the initial effort directed toward starting and refining IGE schools.

The state IGE network (see Figure 1) provides the means for coordinating local, regional, and statewide activities of agencies helping IGE schools. At the local level, a Schoolwide Program Committee (SPC) in districts with IGE schools provides the mechanism whereby the schools within a district identify and resolve problems in local IGE implementation. Within a geographic region of a state, the Regional IGE Coordinating Council (RICC), comprised of school district representatives, teacher educators, and representatives of the state and intermediate education agencies, addresses regional concerns. In some states, teaching centers may provide the basis for establishing an RICC.

Statewide, a State IGE Coordinating Council (SICC) is comprised of a local school district representative, a teacher educator, a state agency representative, and an intermediate agency representative from each RICC. In the SICC, issues which transcend regional boundaries, concerns involving two or more RICCs, and problems of a statewide nature are presented and alternative solutions discussed, implemented, and evaluated.

Representatives from local school districts on the RICC and SICC include staff teachers, unit leaders, principals, and persons from the school district's central office. State education agency representatives include persons who have responsibility for a statewide educational program, are in a position to recommend new or revised programs, and fill a role concerned with program development, teacher education, or elementary/secondary school programs. Persons with responsibilities for in-service to local schools, preservice teacher education, and graduate

Reps. SEA-1, SEA-2, ...SEA-n of state education agency, including IGE coordinator

Reps. of RICC-1, RICC-2, ...RICC-n:

(a) Reps. of IEA-1, IEA-2, ...IEA-n*

(b) Reps. of TEI-1, TEI-2, ...TEI-n

(c) Reps. of SPC-1, SPC-2, ...SPC-n**

SEA-1 IEA-1 TEI-1 SPC-1	SEA-2 IEA-2 TEI-2 SPC-2	SEA-3 IEA-3 TEI-3 SPC-3
Reps. of region 1 intermediate education agency(ies)* Reps. of region 1 teacher education institution(s)	Reps. of region 2 intermediate education agency(ies)* Reps. of region 2 teacher education institution(s)	Reps. of region 3 intermediate education agency(ies)* Reps. of region 3 teacher education institution(s)
SPC-1a	SPC-1b	SPC-1c	SPC-2a	SPC-2b	SPC-2c	SPC-3a	SPC-3b	SPC-3c
SPC of school district 1 of region 1	SPC of school district 2 of region 1	SPC of school district 3 of region 1	SPC of school district 1 of region 2	SPC of school district 2 of region 2	SPC of school district 3 of region 2	SPC of school district 1 of region 3	SPC of school district 2 of region 3	SPC of school district 3 of region 3

— — — State IGE Coordinating Council (SICC)

———— Regional IGE Coordinating Council (RICC)

———— Systemwide Program Committee (SPC)

*In states where appropriate.

**At least one member should be a teacher or a unit leader.

Figure 1. Prototypic organizational arrangement of a state-regional-local IGE network. From Klausmeier, Walter, and Lins, 1974.

programs for principals, unit leaders, and teachers represent the colleges and universities. SICC members include persons from the state school boards' association, teacher organizations, administrator organizations, and parent and citizen groups. The traditions and circumstances in each state vary sufficiently so that it is not reasonable to specify exactly the participants to be included. Thus, participants in each state network will need to decide which representatives should be included.

The state IGE network links users with sources of assistance and provides a forum for problem identification and resolution. For example, an IGE school staff in need of acquiring new skills will have ready access to the resources of the state education agency, the intermediate education agency, and teacher education institutions. Teacher education institutions wishing to improve their programs can obtain assistance from local schools and from the state education agency. New and alternative teacher education programs including IGE concepts and practices can be collaboratively planned, offered, and evaluated. State education agencies developing proposals for state and federal funding will be able to draw upon the advice and expertise of the other agencies. Intermediate agencies and teaching centers will be able to obtain assistance from local schools in identifying needs and from teacher education institutions in providing services.

Implementing The State IGE Network Model

By the end of 1975 there were 23 states[2] in which agencies and personnel were organized or being organized into state IGE networks. These efforts were made possible with funds from two sources. In 1973 the Sears-Roebuck Foundation awarded funds to the University of Wisconsin-Madison School of Education for the IGE Teacher Education Project. The funds were awarded to develop materials for preservice, graduate, and inservice teacher and administrator programs and for establishing state IGE networks. The original ten states plus four additional states in which IGE was being implemented agreed to begin organizing state IGE networks.

In July of 1974, the R & D Center was awarded funds from the National Institute of Education (NIE) to continue the national implementation of IGE. These funds were awarded to establish additional state IGE networks, four regional IGE institutes, and to conduct leadership development workshops. (Activities associated with the latter two purposes are described in Chapters IV and V respectively of this report.) By the fall of 1974 nine additional states were cooperating in organizing state IGE networks.

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[2] California, Colorado, Connecticut, Florida, Illinois, Indiana, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, and Wisconsin.

The following outcomes suggest the activities and roles of the various agencies in state IGE networks:

1. Providing assistance to schools in making the changeover to IGE.

2. Providing assistance to continuing IGE schools.

3. Introducing IGE concepts and practices into undergraduate programs for prospective IGE teachers.

4. Introducing IGE concepts and practices into graduate programs for staff teachers and unit leaders.

5. Introducing IGE concepts and practices into graduate programs for principals and other administrators.

Figure 2 shows some possible interrelationships between the five outcomes, phases of IGE implementation, the agencies in a network which may assume certain responsibilities, and the means of providing programs and services. This figure illustrates how agencies within a network may assume differentiated roles relative to the implementation of IGE, and suggests the kinds of activities that will be required to realize the five outcomes.

To clarify the concept of state IGE networks it may be helpful to examine the sequential development of IGE in two states, Ohio and Wisconsin, where implementation of IGE began in 1967.[3] By 1976, there were 160 IGE schools in Ohio and 265 in Wisconsin. Also in 1976, ten publicly supported teacher education institutions in Ohio and eight such institutions in Wisconsin, had made commitments to IGE. In both states, the chief state school officer and representatives from teacher education institutions and school districts assumed leadership for establishing the state IGE networks.

IGE was first implemented in Ohio through the efforts of the University of Toledo, the Toledo Public Schools, and surrounding districts. Further impetus was provided when a consortium of teacher education institutions and the Ohio Department of Education were awarded a federal grant to develop a model elementary teacher education program. The results of this activity included the concepts and practices of IGE in the model program. In 1971, Dr. Martin Essex, the chief state school officer, established a statewide planning task force with a grant from the United States Office of Education.

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[3] The following two "case studies" are taken from a draft of Walter, Lipham, and Klausmeier, in press.

OUTCOMES FOR STATE IGE NETWORKS / PHASES OF IMPLEMENTATION	AWARENESS	COMMITMENT	CHANGEOVER	REFINEMENT	RENEWAL	AGENCY ROLES
Outcome 1: Assisting schools in making the changeover to IGE				*	*	TEI, LEA, SEA, IEA
Outcome 2: Providing inservice to established IGE schools	*	*	*			
Outcome 3: Introducing IGE into undergraduate teacher education programs						TEI
Outcome 4: Introducing IGE into graduate programs for unit leaders and staff teachers						
Outcome 5: Introducing IGE into graduate programs for principals and other school administrators						

MEANS OF DELIVERY	
	Inservice with no credit = SEA, IEA, TEI, LEA
	Inservice with credit = TEI, IEA
	Formal degree program = TEI

*Phase not applicable for Outcome

Figure 2. Possible inter-relationships between five outcomes for state IGE networks and five phases of implementation.

The purpose of this task force was to define the roles of the state education agency, teacher education institutions, and local school districts in the implementation of IGE (Ohio Department of Education, 1973). Support for the recommendations was provided by the state education agency through state and federal funds allocated to cooperative efforts. In Ohio, the implementation of IGE in local schools has been carried out through inservice activities and courses conducted jointly by teacher education institutions and local school districts. The Ohio Department of Education also designated a state IGE coordinator to provide assistance to the agencies implementing IGE.

Three developments are indicative of the impact that IGE activities have had in Ohio. A massive effort to reform teacher education was undertaken by the Ohio Board of Education. Representatives of business, political, and citizen subpublics were extensively involved, as were local educators and teacher educators. The outcomes, approved by the Ohio Legislature, call for teacher education programs which incorporate many of the concepts and practices inherent in IGE. Teacher education institutions which had been involved in implementing IGE, one with an established IGE undergraduate program, began to implement many of the new program requirements. In the spring of 1975, the Ohio SICC conducted a statewide IGE conference which attracted approximately 400 persons from throughout the state. The Ohio Board of Education, impressed with IGE as a focus for educational renewal, asked the SICC to serve as an advisory committee to the Board. Roles among the agencies have been defined and responsibilities assumed in such a manner that a strong facilitative environment exists for IGE.

In Wisconsin, somewhat similar results have been realized, although the development occurred in a manner different from that in Ohio. The first seven IGE schools in the nation were implemented in three Wisconsin districts in 1967-68. In the following school year, the Wisconsin Department of Public Instruction and four teacher education institutions worked with school districts in implementing IGE in eight additional schools which also served as demonstration centers. In 1969, the State Superintendent of Public Instruction endorsed IGE as an alternative system appropriate for Wisconsin elementary schools in this public statement:

> After consideration of various programs being offered throughout the nation today, we have selected the multiunit school, developed by the Research and Development Center for Cognitive Learning, University of Wisconsin, as having the greatest promise as a facilitative environment for improving learning opportunities at the elementary school level. This design meets all the criteria considered necessary if desired improvement is to be achieved. Within the unit structure provided, both the instructional and learning components support effective use of time, effort, and talent. Roles are differentiated and opportunities are provided for planning, sharing, and evaluation. Provision is inherent in the design to encourage cooperative effort in teacher education and research activities at the local educational level [Kahl, 1969].

A full-time state IGE coordinator was appointed to work with schools, providing them with information and assistance in implementing IGE. Thus, the implementation of IGE in Wisconsin schools was the result of direct assistance from the state education agency, which also took the initiative in forming the state IGE network. In addition, the state education agency secured and allocated federal funds to schools implementing IGE. In 1971 funding from the United States Office of Education provided for nineteen one-week advanced leadership institutes for unit leaders and principals conducted by seven teacher education institutions in three states (Klausmeier, 1973). Five teacher education institutions in Wisconsin participated in this effort. By 1976, the following Wisconsin institutions had made commitments to working directly with IGE schools: the University of Wisconsin at Eau Claire, LaCrosse, Madison, Oshkosh, Platteville, River Falls, Stevens Point, Superior, and Whitewater. IGE was incorporated into existing courses, new IGE courses and seminars were being offered, and two graduate programs for preparing IGE personnel were established. As in Ohio, IGE was increasingly viewed as an alternative form of schooling in Wisconsin.

Ohio and Wisconsin are only two examples of the development that can occur when agencies establish the structures which facilitate educational change. In Massachusetts, for example, one teacher education institution, Fitchburg State College, and an intermediate education agency, Merrimack Education Center, assumed the responsibility for leadership in that state. A proposal by Fitchburg State College to the council of state college presidents was funded to assist other Massachusetts state colleges and schools in implementing IGE. In New Jersey, the chief state school officer announced an IGE Week and invited legislators and others to visit IGE schools. The New Jersey state department of education also appointed full-time personnel to provide assistance to IGE schools and to secure increased participation on the part of teacher education institutions. In Texas, where some 150 IGE schools have been established, the state education agency, funded from state and federal sources, had created an environment in which teacher education institutions, regional service agencies, and local schools cooperated through teaching center arrangements in the implementation of IGE.

By 1976, personnel in 23 states had either implemented the model of a state IGE network or were in the process of doing so. Although there are variations in implementing the model, in all of these states the state education agency, intermediate education agencies (where they exist), teacher education institutions, and local schools are actively involved. In some states, the state education agency has taken the leadership; in others, a teacher education institution, or intermediate education agency. As agencies in the state networks cooperate and collaborate, they develop further the capacity to identify and establish priorities among needs, and to develop, implement, and evaluate programs.

WORKING WITH STATE IGE NETWORKS: JULY 1974 - DECEMBER 1975

As of July 1974 the R & D Center was cooperating informally with 14 states that had been organizing state IGE networks since early 1973. Further implementation funds awarded to the Center by NIE in July 1974 provided an opportunity to expand the number of state networks by nine,[4] bringing the total in 1974 to 23 states, covering 60 to 70 percent of the nation's population (Walter, Gardner & MacDermot, 1975). Relationships with the nine new states were established through a subcontract (see Appendix A). The focus of the subcontracts was essentially one of establishing state networks. Table I indicates the present funding status of IGE state networks as well as the level and source of funding provided since 1971. Beginning in 1973, the R & D Center no longer provided direct grants to the initial ten states. The University of Wisconsin/IGE Teacher Education Project under the direction of Herbert J. Klausmeier provided grants to the original ten states and four additional states in 1973. As a result, the R & D Center entered into a non-legal memorandum of understanding (see Appendix B) with these 14 states in order to clearly establish a basis whereby technical assistance could be provided from July 1974 to December 1975. The justification for this assistance is founded in the judgment by the R & D Center that state IGE networks require three to five years of support before they can become self-sustaining.

Organizing The Nine New IGE Networks

The strategy for the development of the nine new IGE state networks centered around the establishment of extraorganizational relationships with complementary roles and responsibilities in an environment which features a common goal (IGE). The implementation of IGE provided a vehicle through which the advantages, indeed the necessity, of collaborating became apparent to state agencies.

The R & D Center utilized a three pronged approach to network development between July 1974 and December 1975. First, the R & D Center identified and negotiated with key individuals housed in the state departments of education, teacher education institutions, intermediate agencies, and local school districts. These legally constituted agencies provided the nucleus for building the state IGE networks. Second, the R & D Center launched a network capacity building program which featured leadership training for state network personnel. Third, technical assistance was targeted to each state at appropriate stages of their network development. The nature of the technical assistance covered four phases of IGE implementation (awareness, commitment, changeover, and refinement) at the school level and considerable consultive assistance with network operations.

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[4] Florida, Kentucky, Michigan, Missouri, New Hampshire, New York, Pennsylvania, Utah, Virginia

TABLE 1

DIRECT GRANTS TO STATES FOR IGE IMPLEMENTATION

1971-1976

State	1971 R & D Center	1972 R & D Center	1973 R & D Center	1973 IGE Teacher Ed. Project	1974 R & D Center	1974 IGE Teacher Ed. Project	1975 R & D Center	1975 IGE Teacher Ed. Project	1976 R & D Center	1976 IGE Teacher Ed. Project
California	$20,000	$20,000	$ 5,000	$ 5,000	$ - 0 -	$ 5,000	$ - 0 -	$ 5,000	$ - 0 -	$ 5,000
Colorado	24,000	20,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
Connecticut	20,000	24,000	5,000	4,500	- 0 -	3,000	- 0 -	5,000	- 0 -	2,500
Florida	- 0 -	- 0 -	- 0 -	- 0 -	7,500	- 0 -	4,000	- 0 -	- 0 -	- 0 -
Illinois	32,000	28,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
Indiana	20,000	28,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
Kentucky	- 0 -	- 0 -	- 0 -	- 0 -	3,750	- 0 -	2,000	- 0 -	- 0 -	- 0 -
Massachusetts	- 0 -	- 0 -	- 0 -	5,000	- 0 -	7,500	- 0 -	5,000	- 0 -	2,500
Michigan	- 0 -	- 0 -	- 0 -	- 0 -	3,750	- 0 -	2,000	- 0 -	- 0 -	- 0 -
Minnesota	24,000	20,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
Missouri	- 0 -	- 0 -	- 0 -	- 0 -	7,500	- 0 -	4,000	- 0 -	- 0 -	- 0 -
New Hampshire	- 0 -	- 0 -	- 0 -	- 0 -	3,750	- 0 -	2,000	- 0 -	- 0 -	- 0 -
New Jersey	20,000	28,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
New York	- 0 -	- 0 -	- 0 -	- 0 -	7,500	- 0 -	4,000	- 0 -	- 0 -	- 0 -
Ohio	20,000	20,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
Pennsylvania	- 0 -	- 0 -	- 0 -	- 0 -	3,750	- 0 -	2,000	- 0 -	- 0 -	- 0 -
Rhode Island	- 0 -	- 0 -	- 0 -	1,250	- 0 -	3,750	- 0 -	5,000	- 0 -	2,500
South Carolina	20,000	20,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
South Dakota	- 0 -	- 0 -	- 0 -	1,250	- 0 -	3,750	- 0 -	5,000	- 0 -	2,500
Texas	- 0 -	- 0 -	- 0 -	5,000	- 0 -	5,000	- 0 -	7,500	- 0 -	2,500
Utah	- 0 -	- 0 -	- 0 -	- 0 -	7,500	- 0 -	4,000	- 0 -	- 0 -	- 0 -
Virginia	- 0 -	- 0 -	- 0 -	- 0 -	7,500	- 0 -	4,000	- 0 -	- 0 -	- 0 -
Wisconsin	32,000	28,000	5,000	2,500	- 0 -	5,000	- 0 -	5,000	- 0 -	2,500
TOTALS	$232,000[1]	$236,000[1]	$92,000[2]		$120,500[2]		$100,500[2]		$37,500[2,3]	

[1] Funds provided for implementing IGE in schools.

[2] Funds provided for organizing state IGE network.

[3] Anticipated payment for September 1976.

Technical Assistance To All State Networks

The implementation and refinement of state IGE networks requires a series of complex tasks with periodic interventions. These tasks range from providing basic knowledge regarding IGE to establishing cooperative relationships between agencies in a state. While some of the change literature addresses the linkage role in the context of the individual as a linker, the R & D Center focuses on linkage as a function involving a number of individuals representing diverse agencies within a state. The successful linkage function involved in implementing complex changes requires the establishment of extra-organizational relationships in which cooperating agencies agree upon the objectives and establish complementary roles enabling individuals within the separate agencies to facilitate their role in the linkage function. Thus, the state department of education representative, the teacher educator, the local school district central office representative and the school principal collaborate within the Regional IGE Coordinating Councils (RICC) and the State IGE Coordinating Council (SICC) to assess the resources of all agencies in implementing and refining a complex innovation (IGE).

The nature and extent of technical assistance necessary to develop this capacity varies depending on the relative length of time any state has been organized within the IGE network framework. Generally, experienced states (three to four years) require technical assistance of a nature which features consultation and organizational development training from R & D Center personnel. These experienced states for the most part have developed the capacity to provide changeover assistance to schools. Their concerns are presently focused on areas requiring a great deal more sophistication such as the unanticipated consequences arising from implementation of a complex innovation and the implications of new legislation and r & d research findings for the refinement of IGE schools within the network. Coupled with these concerns is the task of incorporating IGE into the fabric of education within their respective states. The role of the R & D Center in facilitating the accomplishment of these objectives has essentially been one of consultive assistance, diffusing sound network practices from one state to others and intervention strategies between agencies within a state when this appeared appropriate. Table 2 provides a breakdown of the number and nature of visits to each IGE state.

Assistance to the nine new state IGE networks features four types of activities. First, in order to initiate the subcontracts a number of contacts were established in state departments of education, teacher education institutions, and intermediate education agencies. This activity required onsite knowledge development regarding IGE, instruction dealing with networking, and the actual negotiation of a subcontract for each state. Second, the R & D Center assisted state personnel in developing a critical mass of local school personnel

TABLE 2

NUMBER OF DAYS AND GENERAL PURPOSE OF THE VISITS TO IGE STATE NETWORKS

STATE	CONTRACT NEGOTIATIONS	CHANGEOVER ACTIVITIES	REFINEMENT ACTIVITIES	STATE NETWORK DEVELOPMENT	LEADERSHIP TRAINING
California	1*	8		9	5
Colorado				2	5
Connecticut			2	1	5
Florida	2	11	1	2	5
Illinois		5	6	4	
Indiana	1		3	4	
Kentucky	1	6		4	
Massachusetts			1	2	
Michigan	2	9	1	5	
Minnesota			2	3	
Missouri	2	3	1	5	5
New Hampshire	1			1	
New Jersey				2	
New York	1	9		4	
Ohio			5		
Pennsylvania		1		2	
Rhode Island				1	
South Carolina				1	
South Dakota				1	
Texas	1		2	2	
Utah	1	6	4	1	
Virginia	2	1	1	1	
Wisconsin		4	8	3	

*Numbers represent days

interested in IGE as an alternative to present school practices. This endeavor consisted of a series of activities which primarily featured awareness sessions conducted within specified regions of each state. Third, the R & D Center remained in a responsive mode regarding consultive assistance in the nine new states. Critical situations within any given state often required R & D Center personnel to provide technical assistance in the form of consultants or workshops. Fourth, the emerging state networks involving multiple organizations within the states required knowledgeable individuals in these organizations in order that the objectives and roles of the network in implementing IGE be attained. The R & D Center engaged in a network capacity building program which featured leadership training workshops conducted in several locations in the United States (see Table 3). Over 200 individuals received IGE related training in the nine new states through this workshop series. These individuals provided the nucleus around which states established functioning state IGE networks and began the process of implementing IGE in schools.

ASSESSING THE IGE STATE NETWORKS

Assessing the IGE network development involved the formulation of measurable outcomes and the identification of variables deemed critical for networks to successfully attain the outcomes. The following five outcomes appear in all state network contracts and are the basis by which networks determine role responsibilities and plan their activities. These statements of outcomes are also used in assessing the development of the networks:

1. Assisting schools in making the changeover to IGE.

2. Providing assistance to established IGE schools.

3. Introducing IGE into undergraduate programs for the purpose of preparing prospective IGE teachers.

4. Introducing IGE into graduate programs for the purpose of preparing unit leaders and staff teachers.

5. Introducing IGE into graduate programs for the purpose of preparing building principals and other school administrators.

The extent to which networks are able to attain these outcomes is dependent on the dynamics surrounding three interdependent variables: (1) network structure, (2) network representation, and (3) network activities. Figure 3 is a representation of the major dimensions utilized in evaluating the progress of state IGE networks. Figure 3 shows the expected relationship of structure, representation, and activities (related to the five outcomes) to realizing projections, facilitating objectives, and long term objectives. It also provides a framework for gathering information relative to each of the dimensions.

TABLE 3*

SUMMARY OF IGE NETWORK DEVELOPMENT AND WORKSHOP PARTICIPATION
BY THE NINE ADDITIONAL IGE STATE NETWORKS

9 STATE NETWORKS	IGE Network Development		R & D Center Trained Resource Persons in the Nine New IGE State Networks				STATE TOTALS
	Established SICC	Number of Established RICCs	Implementor Training	Teacher Educator Training	Individually Guided Motivation	Wisconsin Design for Reading Skill Development	
Florida	Yes	3	37	5	1	1	44
Kentucky	Yes	7	5	3	4	7	19
Michigan	Yes	10	2	3	2	5	12
Missouri	Yes	2	32	3	3	3	41
New Hampshire	Yes	4	0	4	2	0	6
New York	Yes	5	11	6	4	5	26
Pennsylvania	Yes	6	4	1	3	6	14
Utah	Yes	2	9	9	28	4	50
Virginia	Yes	5	5	1	0	1	7
Totals	9	44	105	35	67	32	219

*This table represents leadership workshop participation from only the nine additional IGE state networks.

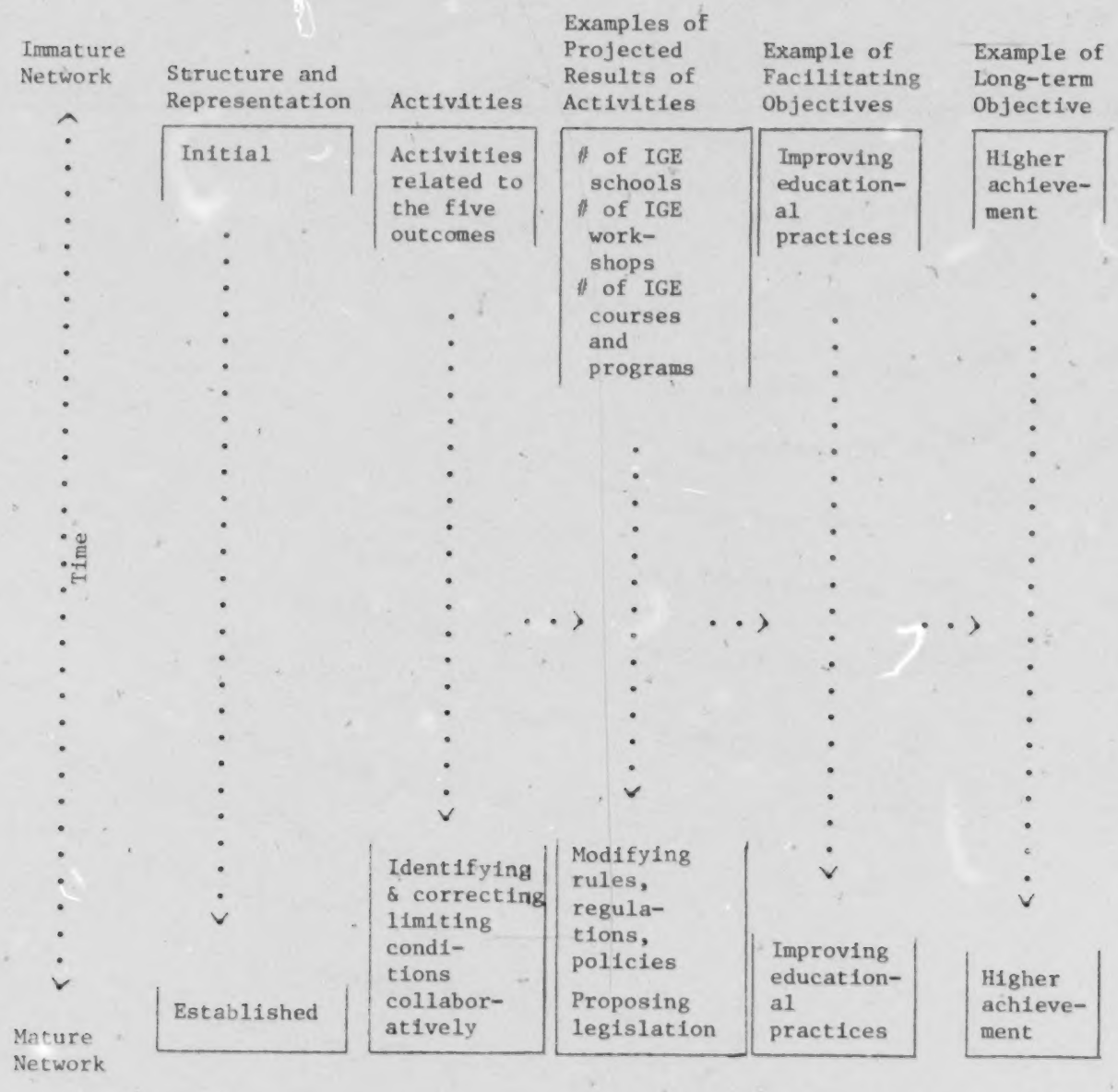

Figure 3. A model representing the relationship of structure, representation, and activities to objectives in a state IGE network. Prepared by James E. Walter in consultation with R & D Center Implementation and Evaluation staff members.

Network structure as defined by Klausmeier, Walter and Lins (1974) is described as a collaborative relationship among key agencies within a state having primary responsibility for education. This structure typically involves the state department of education, teacher education institutions, local school districts, and, where appropriate, intermediate education agencies. These agencies together form the facilitative environment in which human and material resources can be focused on the complex tasks (linkage function) required to implement and sustain an innovation (IGE).

Closely related to network structure is network representation. Given that appropriate network structures exist, it is imperative that the individuals acting on behalf of the agencies represented in the network structure are placed in operational positions. These positions should reflect the leadership of each agency and place the representative to the network in a position to influence agency resources and future directions.

Finally, network activities directed toward the attainment of the outcomes should represent a quality effort generated through the best thinking of educational agencies within the state network and feature a sharing of human and material resources. The facilitating objective of these activities is the improvement of educational practices with IGE as the focus.

In Figure 3 the assumption is made that one long range objective is to raise the achievement levels of children in the schools. In order to realize such an objective, educational practice must be improved. Thus, improving educational practices becomes a facilitating objective for realizing higher achievement. Since the participants in a state IGE network are involved in implementing IGE as a way of improving educational practices and securing higher achievement, they project, each year, the number of schools that will make the changeover to IGE, the number of workshops and other inservice activities to help schools refine and improve their implementation of IGE, and the number of undergraduate and graduate courses and programs needed in a particular state. In order to meet these projections certain activities related to the five outcomes for a state IGE network need to be planned and implemented. In turn, a representative structure needs to be established in order to assess resources and establish role responsibilities.

The vertical dimension of Figure 3 addresses the time dimension as state IGE networks mature, build capacity, and become more capable of securing resources from among the agencies in the states. Thus, as the structure and representation become more stable and permanent and include more influential agencies and persons, it is expected that the state network will broaden the focus of its activities from those directly associated with the five outcomes to identifying and correcting debilitating conditions in education. The annual projections may continue to reflect schools making the changeover to IGE, a specific number of workshops, undergraduate and graduate courses and programs, but will also reflect other concerns such as modifications in policies, rules, and regulations as well as legislative activities. As an example of the latter set of concerns, the SICC may project that by the end of the succeeding school year, certification for unit leaders may be established.

As a result of the activities associated with realizing the projections, specifically identified educational practices will be improved. A measure of the efficacy of these activities may be the extent to which a greater number of children in the IGE schools are realizing higher achievement.

The experience of the R & D Center's effort to establish state IGE networks has led to the conceptualization of a three-phase process as a way of assessing the development of state IGE networks over time. In the first phase, the efforts are aimed at establishing contacts in the appropriate state agencies, initiating a capacity building effort, and conducting general awareness of IGE throughout the target state. Experience indicates that network capacity develops around a task. It is critical that emerging networks receive guidance in carrying out the task of assisting schools in making the changeover to IGE (Outcome 1). A successful changeover program, well planned and executed, ultimately results in increased network capacity and establishes successful patterns of problem solving which involve multiple agencies within the state. Successful efforts in phase one establish the basis for a stable SICC and provide a nucleus of trained personnel within the state. The energized environment described in this first phase, which will take a year to eighteen months, sets the stage for the establishment of the network structure and the initial representation.

Phase two in the process centers around SICC efforts to establish regional capabilities (RICCs) within the state. Regional capability at this stage is defined as the capability to conduct Outcome 1 (assisting schools in making the changeover to IGE) without substantial assistance from agencies outside the region. In a typical phase two pattern a given SICC will focus its capacity building effort for the year on one or two target regions (RICCs) within the state. This effort to build regional capacity is integrated with the task of helping schools make the changeover to IGE. Thus, agencies within a given region work together with resource people throughout the state in a year-long process of changeover and ultimately develop the capacity through on-the-job training.

Phase three activities typically overlap with those in phase two. While phase two involves the establishment of regional capabilities to conduct Outcome 1, the SICC must also plan and provide for the needs of those RICCs established early in the network development process. These earlier developed regions within the state are actively engaged in realizing outcomes two through five (refinement, and undergraduate and graduate education programs). Ultimately, phase three results in an IGE state network where any school in the state has access to changeover resources within its own geographic location. The SICC is no longer involved in conducting awareness, commitment, and changeover activities and is composed of strong regional representation with RICCs capable of influencing resources within their respective regions. The primary focus of this representative SICC is directed toward the refinement of educational practices and the establishment of appropriate teacher education preservice and graduate level programs. Phase three is also

characterized by a more comprehensive view of educational concerns which is reflected in the business agendas of mature state networks. The successful problem solving relationships established through the implementation of IGE provide a proven vehicle for attacking new problems associated with changing legislative requirements or recent innovative developments in education.

In an attempt to assess the extent to which state networks have progressed through these phases of development the R & D Center has established baseline data through onsite visits utilizing instrumentation (see Appendix C) to chart network capacity within each state. The analysis of these data on a state-by-state basis provides accurate information which will enable the R & D Center to assess network development over time, provide comparative data, and assist each state IGE network in planning future directions.

As examples of how evaluation data is analyzed and recorded into profiles for each state, Michigan and Minnesota represent states which have been funded for periods of one and one-half and five years, respectively. In the following pages a profile is given of each state. Each profile is organized in the following format:

1. State statistical data
2. Network representation
3. Network activities
4. Network outcomes
5. Summary, conclusions, implications

MINNESOTA

I. State Statistical Data (September 1975)

A. 1.	Elementary Schools	1131
2.	Secondary Schools	665
3.	School Districts	890
4.	IGE Elementary Schools	68
5.	IGE Secondary Schools	1
6.	IGE School Districts	36

B. Projected IGE Schools: 1.	1975	68
2.	1976	78
3.	1977	88
4.	1978	98
5.	1979	108

C. Established RICCs: (Leagues)
   1. Twin Cities #1
   2. Twin Cities #2
   3. Northern Minnesota League
   4. West Central League
   5. Southwest League

   Established IGE Schools (September 1975): 69

II. Representation

A. SICC: 1. College Representation (TEI)
Dr. Edgar Bavery--St. Cloud State University
Dr. Archie Beighley--Winona State University
Dr. Joseph DiCola--Moorhead State College
Dr. Russell Schmidt--St. Cloud State University

2. LEAs
Mr. Stanley Weinburger, Hibbing
Mr. David Strand, Alexandria
Ms. Linda Richter, Granite Falls
Mr. Ray Lucas, St. Paul

3. Educational Service Area
Mr. Glen Shaw, Marshall

4. SEA
Mr. Richard Mesenburg, IGE Coordinator

SICC Summary Representation:
SEA - 1
TEI - 4
IEA - 1
LEA - 4
10

B. Leagues: 1. Twin Cities #1
James Kovaleski, Richard Larson - Co-chairpersons
Ginger Messer - Vice-chairperson
Marjorie Nelson - Secretary
Joyce Kloncy - Treasurer
Edgar Bavery - }
Janet Huntzinger - } Facilitators
Rosemary Roehl - }
Russ Schmidt - }

2. Twin Cities #2
Greg Hanson - Chairperson
Gene Johnson - Secretary
Anne Hayes - Treasurer
Edgar Bavery - }
Janet Huntzinger - } Facilitators
Rosemary Roehl - }
Russ Schmidt - }

3. Northern
Patricia Mattson - Chairperson
John Drazenovich - Vice-chairperson
Kathy Schultz - Secretary

4. Southwest
Linda Richter - Chairperson
Glenn Shaw - Facilitator

5. West-Central
Becky Schrader - Chairperson
Glenn Shaw - Facilitator

RICC Status Report (December 1975)

An analysis of regional capability in the State of Minnesota related to outcomes one through five is as follows:

Outcome 1: Assisting schools in making the changeover to IGE

--Northern Minnesota League (RICC)
Awareness conferences have been held, sporadic attempts have been made to follow up with schools, and principal-unit leader workshops or clinicals have been arranged for these schools. The RICC conducts these activities without outside assistance.

--Twin Cities I (RICC) and Twin Cities II (RICC)
There are comprehensive changeover programs from awareness through preservice and first year periodic inservice. The state department provides the services for Outcome 1 with representatives to the RICC providing minimal coordination between local school districts and the state department.

--Southwest League (RICC) and West Central League (RICC)
There are comprehensive changeover programs from awareness through preservice and first year periodic inservice. Agencies or institutions represented on the RICC coordinate and carry out activities related to this outcome, calling in consultants as needed.

Outcome 1: Summary

A. Independent capacity to conduct Outcome 1
--Southwest League (RICC)
--West Central League (RICC)

B. Requiring some outside assistance to conduct Outcome 1
--Twin Cities I League (RICC)
--Twin Cities II League (RICC)

C. Offering limited changeover services
--Northern Minnesota League (RICC)

Outcome 2: Providing assistance to established IGE schools

--Northern Minnesota League (RICC)
A systematic effort to meet school refinement needs is integrated with the efforts of other agencies and institutions outside the RICC. The RICC coordinates and provides part of the services but must rely on outside assistance to provide total services.

--Twin Cities I (RICC) and Twin Cities II (RICC)
A systematic effort to meet school refinement needs is integrated with efforts of other agencies and institutions outside the RICC. The state department provides the services for the outcome with representatives to the RICC providing minimal coordination between local school districts and the state department.

--Southwest League (RICC) and West Central League (RICC)
A systematic effort to meet school refinement needs is integrated with the efforts of other agencies and institutions outside the RICC. Agencies or institutions represented on the RICC coordinate and carry out activities related to this outcome, calling on occasional consultants as needed.

Outcome 2: Summary

A. Independent capacity to conduct Outcome 2
--Southwest League (RICC)
--West Central League (RICC)

B. Requiring some outside assistance to conduct Outcome 2
--Northern Minnesota League (RICC)
--Twin Cities I (RICC)
--Twin Cities II (RICC)

Outcome 3: Introducing IGE into undergraduate programs for the purpose of preparing prospective IGE teachers

--Northern Minnesota League (RICC)
There is some coordination between IGE information presented in existing undergraduate courses and IGE schools and supervisors of student teachers. The RICC coordinates this effort.

--Twin Cities I (RICC) and Twin Cities II (RICC)
One or more undergraduate courses related to IGE are available; schools coordinate with teacher education institutions to provide some preservice teachers with IGE experience. Another RICC outside the region provides services related to this outcome.

--Southwest League (RICC) and West Central League (RICC)
A teacher education institution provides a recognized IGE undergraduate program. This capability to train undergraduates is housed within the region.

Outcome 3: Summary

A. Independent capacity to conduct Outcome 3
--Southwest League (RICC)
--West Central League (RICC)

B. Requiring some outside assistance to conduct Outcome 3
--Northern Minnesota League (RICC)

C. Dependent totally on services outside the region
--Twin Cities I (RICC)
--Twin Cities II (RICC)

Outcome 4: Introducing IGE into graduate programs for the purpose of preparing unit leaders and staff teachers

--Northern Minnesota League (RICC)
Teacher education faculty provide occasional consultant help and inservice to IGE teachers and unit leaders. This service originates from outside the region.

--Twin Cities I (RICC) and Twin Cities II (RICC)
Teacher education institutions provide numerous IGE related graduate courses for teachers and unit leaders. A teacher education institution outside the region provides these services.

--Southwest League (RICC) and West Central League (RICC)
Teacher education institutions provide occasional consultant help and inservice to IGE teachers and unit leaders.

Outcome 4: Summary

A. Independent capacity to conduct Outcome 4
--Does not exist in any Minnesota region

B. Requiring assistance to conduct Outcome 4
--Exists in all Minnesota regions

C. Offering limited Outcome 4 services
--Northern Minnesota League (RICC)
--Twin Cities I (RICC)
--Twin Cities II (RICC)
--Southwest League (RICC)
--West Central League (RICC)

Outcome 5: Introducing IGE into graduate programs for the purposes of preparing building principals and other school administrators

--Northern Minnesota League (RICC)
Teacher education institutions provide occasional consultant help and inservice to the IGE principals. This assistance comes from outside the region.

--Twin Cities I (RICC) and Twin Cities II (RICC)
Teacher education institutions provide one or more IGE related course for principals. These courses are provided by teacher education institutions outside the region.

--Southwest League (RICC) and West Central League (RICC)
Teacher education institutions provide occasional consultant help and inservice to IGE principals. The source of this assistance originates outside the region.

Outcome 5: Summary

A. Independent capacity to conduct Outcome 5
--Does not exist in any Minnesota region

B. Requiring outside assistance to conduct Outcome 5
--Exists in all Minnesota regions

C. Offering limited Outcome 5 services
--Northern Minnesota League (RICC)
--Twin Cities I (RICC)
--Twin Cities II (RICC)
--Southwest League (RICC)
--West Central League (RICC)

An analysis of Minnesota IGE network capability indicates that with the exception of northern Minnesota, comprehensive services are available throughout the state for changeover and refinement of IGE schools. Undergraduate education programs are available to two regions of the state on a comprehensive basis with limited services provided in the remaining three regions. Graduate training services are limited throughout the state and should be established as a priority for the coming year by the State IGE Coordinating Council.

MICHIGAN

I. State Statistical Data (September 1975)

A. 1.	Elementary Schools	3189
2.	Secondary Schools	980
3.	School Districts	435
4.	IGE Elementary Schools	56
5.	IGE Secondary Schools	4
6.	IGE School Districts	26

B. Projected IGE Schools: 1.	1975	65
2.	1976	85
3.	1977	125
4.	1978	205
5.	1979	365

C. Established RICCs
There are ten identified regional IGE coordinating councils in the state.

II. Representation

A. SICC:
1. Louis Romano, Michigan State University, TEI
2. Donald Shontz, Alma College, TEI
3. Sylvia Kinnunen, Northern Michigan, TEI
4. Leonard Kaplan, Wayne State University, TEI
5. Jacqueline Caul, Michigan State University, TEI
6. Don Griffin, Wayne County Intermediate School District, IEA
7. Robert Stafford, Genesee Intermediate School District, IEA
8. Thomas Mahela, Alpena-Montgomery-Akona Intermediate School District, IEA
9. Marion Dygert, Kent Intermediate School District, IEA
10. James Honchell, Jackson Intermediate School District, IEA
11. Leonard Demah, Wayne County Intermediate School District, IEA
12. Arvo Lohela, Genesee Intermediate School District, IEA
13. Kenneth Carlson, LEA
14. Joseph Kilpatric, LEA
15. Sister Evelyn Piche, LEA
16. Olga Moir, LEA
17. Sandra Negley, LEA
18. Zenobia Jones, LEA
19. Equilla Bradford, LEA
20. Mary Lloyd, LEA
21. Ted Marris, LEA
22. Elaine Stephens, LEA
23. Sister Dorita, LEA
24. Lawrence Stancliff, LEA
25. Marion Robinson, LEA
26. Donald Lockwood, LEA

SICC Summary Representation:

TEI	5
IEA	7
LEA	14
	26

B. RICCs:
1. Region I, Sylvia Kinnunen, Coordinator
2. Region II, Joseph Kilpatrick, Coordinator
3. Region III, Thomas Mahela, Coordinator
4. Region IV, Marion Dygert, Coordinator
5. Region V, Donald Shontz, Coordinator
6. Region VI, Robert Stafford, Coordinator
7. Region VII, Louis Romano, Coordinator
8. Region VIII, Sandra Negley, Coordinator
9. Region IX, James Honchell, Coordinator
10. Region X, Olga Moir, Coordinator

RICC Status Report (December 1975)

An analysis of regional capability in the State of Michigan related to outcomes one through five is as follows:

Outcome 1: Assisting schools in making the changeover to IGE

--Region I (Upper Peninsula)
Awareness conferences are or have been held in this region and 1 or 2 schools have had principal-unit leader training. Assistance has come from outside the region.

--Region II (Travis City) and Region III (Alpena area)
No capability or activity exists regarding Outcome 1.

--Region IV (Grand Rapids) and Region V (Alma College area)
Awareness conferences are or have been held in this region and a few schools have received principal-unit leader training. Assistance has come from outside the region.

--Region VI (Flint area)
There are comprehensive changeover programs from awareness through preservice and first-year periodic inservice. Agencies or institutions represented on the RICC coordinate and conduct all activities related to Outcome 1.

--Region VII (Lansing)
Awareness conferences are held, systematic followup is done, commitment is obtained, and staff development training is conducted. Agencies or institutions represented on the RICC coordinate and conduct all activities related to Outcome 1.

--Region VIII (Miles-Benton Harbor area)
Awareness conferences have been held, sporadic attempts have been made to follow up with schools, staff development training has been arranged for some schools. Assistance has come from outside the region.

--Region IX (Jackson area)
No capability or activity exists regarding Outcome 1.

--Region X (Wayne County area)
There are comprehensive changeover programs from awareness through preservice and first-year periodic inservice. Agencies or institutions represented on the RICC coordinate and conduct all activities related to Outcome 1.

Outcome 1: Summary

A. Independent capacity to conduct Outcome 1
--Region VI
--Region X

B. Requiring some outside assistance to conduct Outcome 1
   --Region VII

C. Offering limited Outcome 1 services
   --Region I
   --Region IV
   --Region V
   --Region VIII

D. Offering no Outcome 1 services
   --Region II
   --Region III
   --Region IX

Outcome 2: Providing assistance to established IGE schools

--Region I (Upper Peninsula), Region II (Travis City) and Region III (Alpena area)
No Outcome 2 services available.

--Region IV (Grand Rapids)
Local school district personnel attend occasional statewide functions or workshops sponsored in other regions of the state.

--Region V (Alma College area)
No Outcome 2 services available.

--Region VI (Flint area)
A systematic effort exists to meet school refinement needs and this effort is integrated with the activities of agencies and institutions outside the region. The RICC has the capacity to conduct and coordinate all Outcome 2 activities.

--Region VII (Lansing)
Workshops or conferences are occasionally arranged within the region. The RICC coordinates and provides part of the services involved but must rely on outside agencies to provide adequate Outcome 2 services.

--Region VIII (Miles-Benton Harbor area)
A systematic effort exists to meet school refinement needs and this effort is integrated with the activities of agencies and institutions outside the region. Agencies and institutions outside the region provide the services for Outcome 2.

--Region IX (Jackson area)
No Outcome 2 services available.

--Region X (Wayne County area)
A systematic effort exists to meet school refinement needs and this effort is integrated with the activities of agencies and institutions outside the region. The RICC has the capacity to conduct and coordinate all Outcome 2 activities.

Outcome 2: Summary

A. Independent capacity to conduct Outcome 2
   --Region VI
   --Region X

B. Require some outside assistance to conduct Outcome 2
   --Region VII
   --Region VIII

C. Offering limited Outcome 2 services
   --Region IV

D. No Outcome 2 services available
   --Region I
   --Region II
   --Region III
   --Region V
   --Region IX

Outcome 3: Introducing IGE into undergraduate programs for the purpose of preparing prospective IGE teachers

--Region I (Upper Peninsula), Region II (Travis City), Region III (Alpena area), Region IV (Grand Rapids), Region V (Alma College area), Region VI (Flint area), Region VII (Lansing), Region VIII (Miles-Benton Harbor area), and Region IX (Jackson area) No Outcome 3 services available.

--Region X (Wayne County area)
There is some coordination between IGE information presented in existing courses and IGE schools and supervisors of student teachers.

Outcome 3: Summary

A. Independent capacity to conduct Outcome 3
   --None

B. Requiring some outside assistance to conduct Outcome 3
   --Region X

C. No Outcome 3 services available
   --Region I
   --Region II
   --Region III
   --Region IV
   --Region V
   --Region VI
   --Region VII
   --Region VIII
   --Region IX

Outcome 4: Introducing IGE into graduate programs for the purpose of preparing unit leaders and staff teachers

--Region I (Upper Peninsula)
Teacher educators provide occasional consultant help and inservice to IGE teachers and unit leaders.

--Region II (Travis City), Region III (Alpena area), Region IV (Grand Rapids), and Region V (Alma College area)
No Outcome 4 services available.

--Region VI (Flint area) and Region VII (Lansing)
Teacher educators provide occasional consultant help and inservice to IGE teachers and unit leaders. The RICC coordinates and provides part of the services involved.

--Region VIII (Miles-Benton Harbor area) and Region IX (Jackson area)
No Outcome 4 services available.

--Region X (Wayne county area)
Teacher educators provide occasional consultant help and inservice to IGE teachers and unit leaders. The RICC coordinates and provides part of the services involved.

Outcome 4: Summary

A. Independent capacity to conduct Outcome 4
   --None

B. Requiring assistance to conduct some Outcome 4 activities
   --Region I
   --Region II
   --Region VII
   --Region X

C. No Outcome 4 services available
   --Region II
   --Region III
   --Region IV
   --Region V
   --Region VIII
   --Region IX

Outcome 5: Introducing IGE into graduate programs for the purpose of preparing building principals and other school administrators

--Region I (Upper Peninsula)
Teacher educators provide occasional consultant help and inservice to IGE principals.

--Region II (Travis City), Region III (Alpena area), Region IV (Grand Rapids), and Region V (Alma College area)
No Outcome 5 services available.

--Region VI (Flint area) and Region VII (Lansing)
Teacher educators provide occasional consultant help and inservice to IGE principals and other administrators. The RICC coordinates and provides part of the services involved.

--Region VIII (Miles-Benton Harbor area) and Region IX (Jackson area)
No Outcome 5 services available.

--Region X (Wayne County area)
Teacher educators provide occasional consultant help and inservice to IGE principals and other administrators. The RICC coordinates and provides part of the services involved.

Outcome 5: Summary

A. Independent capacity to conduct Outcome 5
--None

B. Requiring assistance to conduct some Outcome 5 activities
--Region I
--Region VI
--Region VII
--Region X

C. No Outcome 5 services available
--Region II
--Region III
--Region IV
--Region V
--Region VIII
--Region IX

An analysis of the Michigan IGE network capability indicates that during this short funding period the SICC has managed to develop comprehensive services for the changeover and refinement of IGE schools in three regions and has managed to offer limited services in four additional regions. It is critical to note, however, that these four regions are dependent on assistance and interaction with the three regions which have developed an independent capacity to changeover and refine IGE schools. At the present time, the Michigan network is focusing on the development of regional capacity and has made minimal progress in the inclusion of IGE courses and programs in teacher education institutions. R & D Center experience in developing state networks indicates that the involvement of colleges and universities usually requires the development of a critical mass of IGE schools in the vicinity of the teacher education institution before courses and programs are

included in the preservice and graduate programs. In the future, the Michigan SICC should focus on the development of regional capacity in undeveloped areas of the state and assist the stronger RICCs in building relationships with colleges and universities within their respective regions.

The Status of the 23 IGE State Networks

The examples of the Minnesota-Michigan networks are useful in providing a general frame of reference for the assessment of network development to date. The major characteristics of each of the three phases are summarized below. Table 4 categorizes the 23 states in terms of the phases on the basis of the information gathered by the R & D Center.

Phase I
--Establishing contacts and negotiating contracts
--Building state capacity through training workshops
--Establishing an SICC
--Assisting the state with the first changeover effort through onsite R & D Center consultive assistance

Phase II
--SICC focuses on the development of regional capacity to conduct the changeover to IGE
--Building state capacity through training workshops
--Onsite consultive assistance from the R & D Center

Phase III
--RICCs develop refinement capability
--RICCs share refinement services
--SICCs coordinate statewide effort to incorporate IGE into teacher education programs
--SICCs coordinate statewide effort to meet new legislative thrusts and incorporate recent innovative developments in education
--Provide teacher education workshops

With regard to the five outcomes, Table 5 summarizes the status of the capacities in each of the 23 states as of December 1975. Thus, in combination with Table 4, the information in Table 5 shows the historical development of the states as well as their capabilities.

During the 18 months from July 1974 to December 1975, the R & D Center attempted to meet the developmental needs of all the networks with specific emphasis on the nine additional state networks. Knowledge and experience gained by the R & D Center over the past several years has enabled the nine networks to develop at an accelerated pace. However, it is clearly evident that the development of problem solving networks requires financial resources. Trained personnel, interested agencies, and dissemination of information is not enough to ensure cooperative

TABLE 4

STATUS OF STATES IN RELATION TO THREE PHASES OF STATE IGE NETWORK DEVELOPMENT AS OF DECEMBER 1975

States	Phase I	Phase II	Phase III
California		X	
Colorado		X	X
Connecticut		X	X
*Florida	X	X	
Illinois		X	X
Indiana		X	X
*Kentucky		X	
Massachusetts		X	X
*Michigan		X	
Minnesota		X	X
*Missouri	X	X	
*New Hampshire		X	X
New Jersey		X	X
*New York		X	
Ohio			X
*Pennsylvania		X	
Rhode Island		X	
South Carolina		X	X
South Dakota		X	X
Texas		X	X
*Utah		X	
*Virginia		X	
Wisconsin			X

*Denotes nine state IGE networks started in late 1974.

TABLE 5

MAJOR PROGRAMMATIC ACTIVITIES IN 14 STATES:
1973-75

OUTCOMES / STATES	Changeover	Inservice	Teacher Education Services		
			Under-graduate	Unit Leaders	Principals
California	*	*	*	0	
Colorado	*	*	0	0	
Connecticut	*	*	*	0	
Florida	0	0	0	0	
Illinois	*	*	*	0	
Indiana	*	*	0	0	
Kentucky	0	0	0	0	
Massachusetts	*	*	*	*	0
Michigan	*	*	0	0	
Minnesota	*	*	*	0	0
Missouri	*	0	0	0	
New Hampshire	*	*	0	*	
New Jersey	*	*	0	0	
New York	*	0	0	0	
Ohio	*	*	*	*	*
Pennsylvania	0	0	0	0	
Rhode Island	*	*	0	0	
South Carolina	*	*	0	0	
South Dakota	*	*	*	0	
Texas	*	*	0	0	
Utah	*	*	0	0	0
Virginia	0	0	0	0	0
Wisconsin	*	*	*	*	*

*Extensive services established.

0 Some services available.

problem solving efforts. Assistance from agencies outside the states is required to provide guidance in clarifying roles in extraorganizational relationships, strategies for accomplishing each phase in network development, and periodic interventions when differences exist between agencies or individuals within the network.

The limited financial resources provided to state networks is particularly critical to the task of completing phase II. This funding has allowed SICCs to meet, plan, and execute strategies for developing strong RICCs within the state. The completion of phase II insures that every school in the state will have the opportunity to choose IGE as an alternative and have available the means to implement it. State networks which have completed or are near completion of this phase have built a constituency of IGE schools and are successfully working in phase III without a great deal of outside assistance.

Other Developments

Two recent developments for which there is little data and experience to provide adequate assessment are worthy of note. First, state networks appear to be taking one of two basic organizational forms. One form is that of a professional association in which individuals involved in IGE voluntarily associate with one another, establish by-laws, elect officers, and incorporate and secure tax-exempt status. In the cases where this pattern has emerged, there seems to be an equalitarian motivation in which all persons, but especially teachers and principals, share in the decision making of the network. Since it is based on individual memberships, no one agency "owns" the network. To what extent such an organization will be able to influence and secure the resources of the educational agencies in a state remains to be seen.

The second form that seems to be emerging is as a coordinating structure among the educational agencies in a state. In this form there is agency commitment to IGE and individuals are appointed as official representatives from their agencies. This form was anticipated in the initial development of the model for a state IGE network. In two cases, Wisconsin and Ohio, this form of organization has demonstrated power to influence and secure a variety of resources from the participating agencies. Where the networks are developing as coordinating structures, there is a tendency for individual schools to have less input into the activities of the network.

Clearly, each form of organization has certain advantages and disadvantages. In the associational form there is the possibility of high identification and the consequent release of energy. However, the prospects for securing additional resources are perhaps not as great as in the institutional representative form.

The second development is related to an apparent decline in the rate of implementation of IGE in schools. To some extent this decline may be attributed to the need to devote relatively scarce resources and energies into maintaining existing IGE schools and organizing state networks. It is also possible that after the initial surge and bandwagon effect has worn off, greater efforts are required to involve what may be called the less innovative schools and districts. The current financial situation faced by most school districts is probably having a dampening effect

on innovative activity. Finally, in most of the 23 states IGE schools have been implemented for three or more years. Many of the schools have been quite successful, indicating that success, by whatever measure, is possible. However, there are schools which have not realized their expectations. In these situations, observers and opinion leaders are able to highlight the difficulties in implementing IGE. Such distracting observations serve to dampen enthusiasm for IGE. It may be reasonable, therefore, to expect a slower rate of increase as less innovative schools adopt IGE.

SUMMARY

State IGE networks have been and are being organized in 23 states. These networks are developing in order to (1) ensure that schools implementing IGE will have the requisite intellectual, human, and material resources for making the changeover to IGE and for continuing successfully the implementation of IGE; and (2) provide a coordinating structure among educational agencies that wish to develop a self-renewing system of education with IGE as the focus. Structure, representation, and activities related to five outcomes are major variables in the process of organizing resources for realizing the objective of improving educational practices.

On the basis of five years of experience, it appears that the development of a state IGE network can be conceptualized in three phases. These phases describe the increasing development of structure, representation, and internal capability to mount appropriate activities. The roles of individuals and agencies and the function of the various levels within the network change over time as the network matures.

Originally, the R & D Center hypothesized that state networks would require about three years to become fully operational. It now appears that anywhere from three to five years are required, depending upon a variety of factors. One factor which seems to be particularly critical is the extent to which some major agency such as the state education agency assumes initiating leadership in establishing the state network. Another factor is that generally, some agency outside the state must provide initial assistance and be able to make appropriate interventions from time to time. Financial incentives are also important to provide sufficient capital for individuals and agencies to venture into new relationships and assume new roles. It takes time and technical assistance to generate new relationships, establish complementary roles, develop capacities, and for coordinating structures to become operational. Evidence indicates that it is possible to establish state IGE networks and for IGE to become an established alternative form of schooling in a state. Evidence also suggests, however, that it requires externally supplied funds for the rate of diffusion of a complex innovation to be accelerated and to establish the appropriate facilitative environments.

III

IMPLEMENTING IGE IN URBAN AND INNER-CITY SCHOOLS

BY JAMES E. WALTER AND BOOKER T. GARDNER

In early 1975, IGE had been implemented in over 2,000 schools in 36 states. However, only about 3 percent of these were in urban and inner-city schools. Reflection on this condition led the R & D Center to review the efforts that had been given to implementing IGE in urban and inner-city schools and to analyze what strategies had been successful in large urban inner-city school districts where IGE had been implemented. In addition, the R & D Center initiated contacts in selected urban and inner-city schools to determine further what strategies and conditions were required for implementing IGE. These activities coincided with the National Institute of Education's interest in improving educational practices in urban and inner-city schools.

This chapter focuses on the results of the R & D Center's efforts from January 1975 through December 1975 in ascertaining the strategies and conditions required for implementing IGE in large urban and inner-city schools. The implementation of IGE in urban and inner-city schools from 1971 through 1975 is reviewed, and strategies used in these efforts are delineated. A suggested strategy and sequence of activities are presented, the conditions and facilitative environment needed for the successful implementation of IGE in urban and inner-city schools are described, and possible adaptations in IGE for urban/inner-city schools are discussed.

REVIEW OF IGE IMPLEMENTATION IN URBAN AND INNER-CITY SCHOOLS

As of late 1975, IGE had been implemented in a number of urban and inner-city schools in several states. The following list is selected from among the total because of their representativeness in terms of strategies used in implementing IGE and because they are some of the largest school districts in which IGE has been implemented:

Location	Number of Schools
Chicago, Illinois	12
Dallas, Texas	7
Houston, Texas	22
Indianapolis, Indiana	20
Los Angeles, California	10
Milwaukee, Wisconsin	4

New York City	2
Toledo, Ohio	9
Washington, D.C.	1

History of Urban IGE Implementation

The first inner-city school to implement IGE outside of Wisconsin was in Toledo, Ohio in 1968. Until 1971 there was little, if any, implementation of IGE in urban districts. With the funding, by USOE in 1971, for the national implementation of IGE, the implementation of IGE in urban and inner-city schools began to accelerate. Schools in Indianapolis, Los Angeles, and Chicago were among the first to implement IGE in 1971. Subsequently, schools in Dallas, Houston, and Milwaukee implemented IGE. Most of these were the result of the R & D Center's national implementation effort; the balance was the result of initiative of persons in the school districts. In the following pages the main events and principal parties in selected sites are described. The descriptions begin with the earlier efforts and conclude with the most recent efforts. The latter is given in more detail since these were carried out under the scope of work funded by NIE for the period July 1974 through December 1975.

Toledo, Ohio. As indicated earlier, the first inner-city school outside of Wisconsin to implement IGE was the Martin Luther King School in Toledo, Ohio in 1968. This large school of about 1,300 pupils implemented IGE with the assistance from the University of Toledo school of education and the R & D Center. By 1975 an additional eight schools had implemented IGE in the Toledo school system.

Indianapolis, Indiana. There were twenty IGE schools implemented in Indianapolis with funding and technical assistance provided by the Indiana state education agency and the R & D Center in 1971-72. These schools represented a cross-section of Indianapolis Public Schools, including inner-city schools. The schools varied in terms of size of pupil enrollment and type of facility--from very old structures to new ones. An important factor in Indianapolis was the strong support and encouragement provided by the school district superintendent.

Los Angeles, California. In the Los Angeles schools, IGE was implemented with the assistance of the state education agency and the R & D Center. Since 1972, the number of IGE schools in Los Angeles had grown from one to ten. Most of these are in Area B of the decentralized system. The sequence of IGE inservice activities was carried out by the R & D Center and Area B staff development personnel that had attended an IGE leadership workshop. It is expected that ten to fifteen additional IGE schools will be implemented during the 1976-77 school year in Area B alone.

Area B purchased some services from the R & D Center to conduct awareness conferences and principal-unit leader workshops. One R & D Center staff member has worked as a consultant to monitor the progress of the schools implementing IGE. The area superintendent has been very supportive of these efforts. As additional schools made the changeover to IGE, staff was transferred from existing IGE schools. From 1972 to 1975, the district has developed some local capabilities to provide changeover assistance for its schools.

Chicago, Illinois. IGE was implemented in seven schools in Chicago in 1971, and since that time this number has increased to twelve (six elementary and six middle schools). The Chicago Public Schools contracted directly with the R & D Center to implement its first seven IGE schools. The other five were implemented utilizing primarily the capabilities of school district staff.

During the 1974-75 school year, the R & D Center provided additional technical assistance to the Chicago school system through a five-day workshop offered during the summer of 1975, primarily for principals. This activity was jointly planned by representatives from the Chicago schools and R & D Center staff, but conducted by R & D Center staff.

Dallas and Houston, Texas. In both Dallas and Houston, IGE schools were implemented with the cooperation of the state department of education and teacher education institutions. Again, IGE site selections were situated in a variety of educational settings, with special attention given to schools with large minority enrollments (e.g., Black and Mexican Americans). The number of IGE schools has increased to seven in Dallas and nine in Houston. During the 1974-75 school year, thirteen additional IGE schools were implemented, including ten with the Diocese of Galveston-Houston.

Milwaukee, Wisconsin. Milwaukee's four IGE schools were started with assistance from the Wisconsin Department of Public Instruction. No new schools have been added since the implementation of IGE in the first four. The system is exploring the possibility of further implementation of IGE.

New York, New York. In January, 1975, the R & D Center began working with New York City schools to implement IGE in the schools of these systems. As a result of inservice activities, one elementary school and a portion of one junior high school began implementing IGE in New York City during the 1975-76 school year, with four others planning to make the changeover for the 1976-77 school year. The sequence leading to the changeover to IGE included exploratory meetings, awareness conferences, a series of workshops for principals and unit leaders, and on-site consultive services.

Prior to working directly in New York City, a representative from the New York City Public Schools attended an IGE implementor training workshop in Cranston, Rhode Island during the spring of 1974. Encouragement from the state education agency was responsible for the representative's attendance at the workshop. Upon returning from the workshop, the individual arranged for awareness conferences and secured a decision to further explore IGE as an alternative program. Later, requests were made to the R & D Center for additional materials and information about IGE.

In February 1975, an awareness conference was held for district superintendents and staff, principals and teachers of Districts #2, 9, and 15. Later that month a three-day principal-unit leader workshop was held. Representatives from the district offices, principals, teachers, and the central office attended the workshop. A follow-up conference was held in May 1975 with those participants who attended the principal-unit leader workshop. One school, P.S. 32, implemented the IGE model for the 1975-76 school year and the two others plan to implement the

program during the 1976-77 school year. P.S. 32, an inner-city school in Brooklyn, has been chosen as the IGE demonstration school for New York City. It has an enrollment of 800 children in the age range from five to twelve. The school is located in a low socio-economic area and is comprised of 96% minority children, i.e., Black and Puerto Rican.

Prior to September 1975, the IGE coordinator conducted awareness conferences and met with other school staffs who wanted to have more information about IGE. Just before the opening of school in September of 1975, another principal-unit leader workshop was conducted for school personnel--principals, teachers, supportive staff, as well as district staff. A subunit within one of the junior high schools that had participated in the staff development workshop implemented the IGE model with five teachers and 150 students (school within a school concept). Based upon the success of the Macomb Community Junior High School's alternative program and support of other staff members and the community, plans are being made to expand the program to include more junior high school students during the 1976-77 school year.

In October of 1975, the IGE coordinator and another central office staff person attended a five-day implementor workshop sponsored by the R & D Center. Upon their return, they planned and conducted a series of monthly inservice training sessions for IGE staff.

Early in 1976 plans were initiated to form a Regional IGE Coordinating Council composed of IGE schools in the New York City System. This would tie New York City into the state IGE network in New York which had already provided the system with financial assistance to conduct changeover and inservice activities for the IGE schools.

Washington, D.C. Following some preliminary contacts between the R & D Center and the Washington, D.C. public schools, an awareness conference was conducted in Washington, D.C. in January 1975. Approximately seventy persons, including central and regional office representatives, principals, teachers, parents, and teacher educators attended the conference. Following this first awareness session, three regional awareness conferences were held in February 1975, attracting nearly two hundred people. Eight elementary schools from the three regions agreed to explore the possibility of implementing the IGE model.

During the summer of 1975 two staff development workshops were held for interested staff members. Sixty-five participants registered and attended the two workshops which spanned a period of five days. The first was a three-day workshop for teachers, principals, supportive staff, parents and teacher educators. The second workshop for staff development personnel lasted two days.

One result of this workshop was that the Malcolm X School began implementing IGE in an upper level unit of ten teachers and 275 students (ages 9 - 14). In August 1975, a follow-up workshop was held for this group with an open invitation to other interested persons.

An R & D staff member visited the school during the months of October and December to provide technical assistance to this unit. At the same time meetings were held with regional office staff members

and principals of the other seven schools. On inservice days, R & D staff members met with staffs of the other elementary schools who planned to implement the IGE model during the 1976-77 school year: Beers, Carver, Friendship, Garfield, Shaed, Shepherd, and Takoma.

During the time that activities were being conducted in cooperation with the schools, contacts were established with teacher education institutions and efforts were made to build capacity within the District of Columbia schools and cooperating teacher education institutions for helping schools make the changeover to IGE without R & D Center assistance. One teacher educator from George Washington University attended a teacher education leadership workshop in June 1975 and two regional office representatives attended an IGE implementor training workshop in October 1975. Regional office staff also attended the various workshops and staff development activities held for the schools.

As of early 1976 one school had actually begun the implementation of IGE and seven others were planning to do so in the fall of 1976. These schools covered a range of characteristics. They varied in terms of size, age, and architecture of the buildings, number of pupils and staff, organizational structures, instructional strategies, community involvement, background of the pupils, and urban and inner-city settings.

In March of 1976 plans were made to conduct a one-week workshop for the staff of the eight schools and for staff development personnel. The workshop was to be conducted in June. However, an organized community group objected to some of the plans developed by the schools to obtain planning time for the teachers and unit leaders. Subsequently the board of education would not support the plans and, for the time being at least, the implementation of IGE has been delayed. The workshop was cancelled. Had a supportive environment been established, it is possible that the situation would have been quite different.

STRATEGIES FOR IMPLEMENTING IGE IN URBAN SETTINGS[4]

The general strategy for implementing IGE proceeds through five phases: awareness, commitment, changeover, refinement, and renewal (Walter, Gardner, & MacDermot, 1975). While there were variations in the specific activities within each of the urban/inner-city implementation efforts described earlier, the sequence of phases were an appropriate means for planning and organizing activities. On the basis of the experiences in previous efforts, particularly in New York and Washington, D.C., a prototypic sequence of the essential activities through the refinement phase has been developed (see Figure 4).

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[4] This section of the chapter is adapted from Walter and Gardner, 1976.

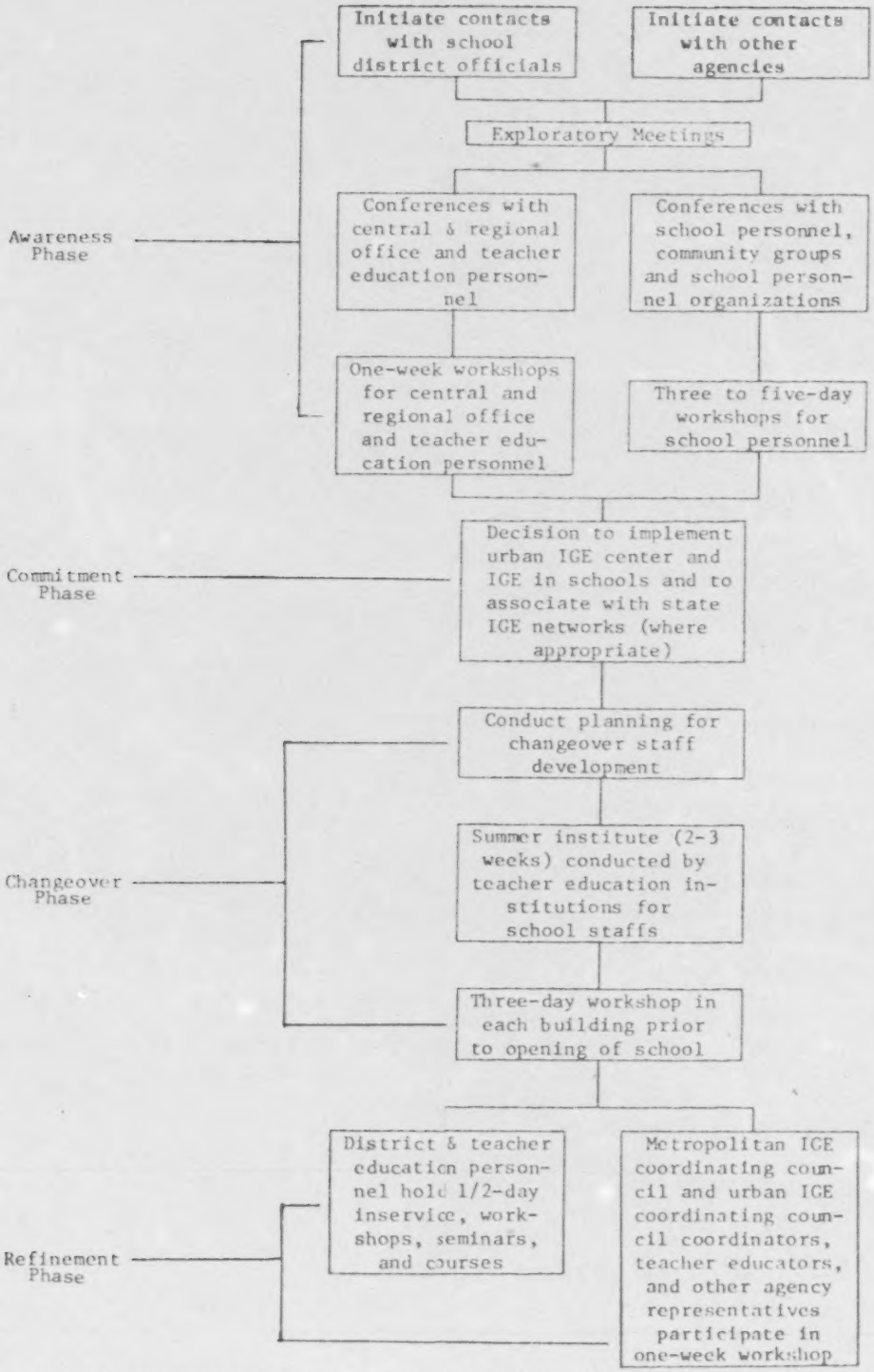
Initiate contacts with school district officials
Initiate contacts with other agencies
Exploratory Meetings
Awareness Phase
Conferences with central & regional office and teacher education personnel
Conferences with school personnel, community groups and school personnel organizations
One-week workshops for central and regional office and teacher education personnel
Three to five-day workshops for school personnel
Commitment Phase
Decision to implement urban IGE center and IGE in schools and to associate with state IGE networks (where appropriate)
Conduct planning for changeover staff development
Changeover Phase
Summer institute (2-3 weeks) conducted by teacher education institutions for school staffs
Three-day workshop in each building prior to opening of school
Refinement Phase
District & teacher education personnel hold 1/2-day inservice, workshops, seminars, and courses
Metropolitan IGE coordinating council and urban IGE coordinating council coordinators, teacher educators, and other agency representatives participate in one-week workshop

Figure 4. Prototypic sequence for urban/inner-city IGE implementation. From Walter, and Gardner, 1976.

Description of Suggested Activities in Each of the Phases

Awareness. Decision makers in urban/inner-city schools become initially acquainted with IGE through a variety of means including articles in professional journals, professional conferences, and informal contacts. However, such information is generally not sufficient for making decisions about adoption. In the awareness phase, efforts are made to provide, in face-to-face settings, sufficient information so that decision makers can feel comfortable in attempting to obtain school and board commitment for adopting IGE.

Due to the complex nature of the administrative hierarchy in large urban/inner-city school systems, the awareness phase is far more complicated than in smaller systems. Rather than having one awareness conference for all personnel, a series of such conferences is required at various levels. Awareness at the various levels is an important consideration so that key persons at all the various levels are informed to avoid future information gaps. Thus the central office, regional offices, and individual building personnel are equally informed and in a better position to make a decision regarding possible implementation of IGE or any other educational innovation. It is equally important that teacher organizations and formal and informal parent and community groups be as informed as the school personnel.

Most large urban systems are involved in many efforts to improve urban education, and some have mounted major programmatic thrusts. It is important, therefore, to gain definitive insights into how IGE can complement and strengthen such thrusts. Existing organizational structures, goals, objectives, and programs should be analyzed to determine how they can be strengthened by adapting and implementing IGE in the district. Also, contacts should be made with key individuals in teacher education institutions and other educational agencies to inform them about IGE and to elicit their cooperation. Exploratory meetings should be held among representatives of all the potentially involved agencies to determine mutual concerns and identify areas of essential cooperation and collaboration. At these meetings specific persons are identified who will receive in-depth information about IGE.

Following the initial contacts and exploratory meetings, awareness conferences should be conducted for two groups of persons. One is central and regional office personnel, teacher educators, and intermediate educational agency personnel. The second group is personnel from selected schools, community representatives, and representatives of school personnel organizations. At these conferences, representatives are given descriptive information about IGE and its implementation requirements. Sufficient time is given to ask questions and consider matters which either hinder or facilitate the implementation of IGE in the context of existing educational improvement activities. After participating in the conference and in the preceding activities, all of the persons and agencies who must contribute to a decision regarding the implementation of IGE in urban schools should have received sufficient descriptive information about the program.

Experience indicates, however, that descriptive information is often not sufficient for making a favorable decision. School personnel, central and regional office personnel, teacher educators, and intermediate educational agency personnel need or want more detailed information relative to the day-to-day operations of IGE. Two workshops are suggested. The first is for one week and involves central and regional office personnel, teacher educators, and intermediate agency staff. The second is a three- to five-day workshop for building staffs. These workshops serve two purposes: to begin to give the basic preparation to key persons who will be assisting schools, and to complete the knowledge base for making informed decisions about adopting/adapting IGE.

Commitment. In this phase, decision makers and other agency representatives who have participated in awareness activities engage in a series of discussions with and presentations to other agency members and governing groups. These activities are designed to elicit reactions and to secure a decision regarding whether or not to begin the implementation of IGE in the agency. Very often, outside resource persons are engaged to assist in the discussions and presentations.

School staffs with input from the school personnel organizations and the communities determine whether or not they wish to implement IGE. The chief officers and other staff personnel from the central and regional offices, teacher education institutions, and the intermediate educational agency jointly determine their commitment to support schools implementing IGE. District and regional community groups and school personnel organizations are expected to indicate their support of the proposed efforts. In the discussions during the commitment phase, it will be helpful if the participants come to an initial understanding of the roles and functions each agency will assume.

School officials might indicate that district and regional personnel will assume responsibility for providing inservice activities and day-to-day assistance. The teacher education institutions might agree to secure planning input from school persons and to conduct courses, seminars, workshops, institutes and programs for teachers, unit leaders, principals and other administrators. The intermediate educational agency might indicate its commitment by providing specialized services such as evaluation, testing, materials, and back-up support for the day-to-day needs of the schools. The school personnel organizations might support the efforts by indicating a positive regard for IGE and a willingness to accomodate the requirements for implementing IGE in their negotiated contracts. The participating agencies will also need to identify and secure the requisite fiscal resources.

Changeover. When an urban school district decides to adopt IGE, representatives should be selected to attend appropriate workshops to become fully knowledgeable in the concepts and practices of IGE. Following this initial inservice activity, the representatives should engage in activities to help colleagues become thoroughly acquainted with IGE. Plans for implementing IGE are then operationalized. External resource persons often provide assistance.

For the urban/inner-city implementation of IGE, it is suggested that school staffs participate in an institute offered, onsite, for at least two weeks during the summer months preceding implementation. Following the institute, a three-day staff meeting should be held to organize materials, arrange schedules, and agree on assignments.

Refinement. After early involvement in implementing IGE, staffs often need to review the basic fundamental concepts and practices of IGE. They also often need to acquire new skills and understandings to refine their implementation processes. In this phase, staff members engage in activities designed to meet these needs. A result of these efforts is that a range of new skills and competencies begins to develop among the staff members.

In this phase, IGE school staffs are supported by regional or central office staff in conducting one-half day or longer inservice sessions to deal with the day-to-day applications of IGE concepts and principles. Experience has shown that at least four such sessions should be conducted annually. After the first year of IGE implementation, persons identified as IGE coordinators as well as teacher educators, intermediate agency staff, and staff development personnel might participate in an additional one-week clinical workshop in an established IGE school. This activity provides an opportunity to reinforce skills and understandings and a way of validating the first year's activities and experiences. It also affords opportunities to observe and participate in the day-to-day operations of an experienced IGE school. Such experiences offer a chance to gain practical knowledge of the concerns and problems faced by school personnel at various stages of implementation. During this week, these individuals should gain additional insights into planning, scheduling, grouping, and the roles and responsibilities of an entire staff at work in an IGE school. Opportunities should be provided for raising questions and securing answers regarding the organizational/instructional aspects of an operating IGE program. Major activities would include observing the operations of the Instruction and Research Units, the Instructional Improvement Committee, and the Systemwide Program Committee.

During this week the participating teacher educators will engage in activities designed to help them implement IGE in courses and programs. The teacher educators will observe the day-to-day operations of the IGE school. At other times, teacher educators will become acquainted with strategies and materials for developing undergraduate and graduate courses and programs.

Renewal. Built into the system of IGE are the means for individuals and agencies cooperating in the implementation of IGE to identify and resolve unanticipated problems, develop improved ways of implementing the concepts of IGE, and prepare successive generations of personnel to fill IGE roles in the various agencies. These conditions can be realized when the urban IGE center is organized and becomes fully functional with agencies assuming their appropriate roles.

Alternative Strategies

Three basic strategies may be used in carrying out the activities within each of the phases. One strategy involves an outside agency such as the R & D Center or one of the IGE institutes. School systems in Chicago and Los Angeles are two examples of this strategy. Both

school systems contracted[5] with the R & D Center for planning and technical assistance. In the case of Chicago Public Schools, the contract included planning, responsibility for conducting the various workshops, and follow-up monitoring. In the Los Angeles schools, the R & D Center provided consultant help to assist in the workshops; the school system assumed the responsibility for planning the activities and called upon the R & D Center as needed.

A second strategy is for a cooperating teacher education institution to offer courses and programs which provide the experiences for developing skills, attitudes, and understandings to local school personnel. In this strategy, the teacher education institution may provide some of the awareness information and assistance in the commitment phase for which school system officials assume the responsibility. Cooperatively, the school system and the teacher education institution plan the changeover and refinement activities. The teacher education institution assumes responsibility for conducting the courses, workshops, seminars, and field-based experiences. A teaching center may provide an appropriate vehicle for such cooperative efforts.

A third strategy is for the school system to plan, implement, and evaluate an appropriate sequence of activities. This effort could be carried out through the school system's regular program for staff development. Where teacher centers have been established, the implementation of IGE may be carried out through their programs.

The second and third strategy assume that there is a small cadre of persons that have become knowledgeable about IGE. They may acquire their knowledge through attending workshops and by purchasing the materials developed by the R & D Center and the UW/IGE Teacher Education Project. It is also helpful if the persons have visited IGE schools. Occasionally, it may be necessary to secure consultants. Regardless of which strategy is used, it is important to involve all the significant organizations and groups early in the planning process.

Early planning and collaboration. The involvement of many agencies and groups in improving urban education through IGE has powerful potential benefits that come from ready access to more and different kinds of resources, particularly intellectual, and a wide variety of skills and understandings. Additional benefits accrue from agencies and groups being well informed about the plans, activities, and interests of others.

The early involvement of the teacher education institutions is important to the success of the urban IGE center. Generally, school districts and teacher education institutions have established relationships through student teaching and clinical programs. Other activities are frequently based on research (often carried out by graduate students), some inservice efforts, and individual consultations. It is helpful if school districts implementing IGE capitalize on these already existing arrangements and more closely coordinate their cooperative efforts. Cooperatively, the teacher education institution can provide implementation assistance to prospective IGE schools from awareness activities to

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[5] Other urban school systems utilized the assistance from the R & D Center when it was funded to provide such services without cost to the districts. In 1976, however, the Center was not funded for such activities.

changeover and continuing refinement. Experience has shown that schools implementing IGE develop much stronger programs with greater likelihood of continuation when there is continuing assistance from a teacher education institution (Paul, 1974). In turn, the teacher education institution is able to maintain an appropriate environment for interns and student teachers, to maintain and even increase course offerings, and to conduct appropriate research activities. This kind of collaboration is especially important in urban settings where most of the teachers and administrators in urban schools obtain their undergraduate and graduate preparation from the teacher education institutions of the area. When a teacher education institution establishes programs and courses for prospective IGE teachers, graduate opportunities for unit leaders and staff teachers, and programs for principals and other administrators, the local schools benefit from having personnel prepared on the basis of the needs of the urban schools, and the teacher education institutions benefit from improved course and program offerings. In early 1976 materials designed primarily for undergraduate and graduate teacher education will be available. Developed by the University of Wisconsin/IGE Teacher Education Project funded by The Sears-Roebuck Foundation, the materials can be used in a variety of settings including courses, workshops, and other staff development efforts.

Another factor important to the success of the urban IGE center is the organizations representing school personnel. The involvement, early in the design of a proposal as well as on a continuing basis, of these organized groups will serve to reduce conflict, protect the interests of the school personnel and the district, and pave the way for possible necessary changes in the negotiated contracts.

IGE has always stressed the importance of solid home-school-community relations. Such relationships mean more than simply informing the parents and the community about the status of the children or the school's programs. It means conducting an analysis of the school and community and establishing communications about the design and implementation of programs for children. Involvement of the parent-community representatives means that they attend awareness conferences and participate in the decision to implement IGE and in the planning for IGE instruction. A systematic attempt must be made to have community input in the early stages of implementation as well as in the subsequent activities. If there are to be reliable indications of the community's expectations of the school and its programs, their consultation is essential from the very beginning.

It is imperative that commitment be obtained at the outset for this joint collaborative effort from the representative agencies and groups participating in the implementation of IGE. Past experience indicates that it is far more difficult to gain a broad commitment base after a program has already been initiated and established. Building and maintaining commitment and collaboration requires that coordinating structures be established.

ESTABLISHING AN URBAN IGE CENTER[6]

The improvement of educational practices through IGE can be enhanced when agencies, groups, and organizations collaborate and coordinate their resources. The local schools, intermediate educational agencies, and teacher education institutions, of course, have differing missions, functions, and staffing patterns. These differences permit them to complement each other. Collaboration between these agencies will bring together varied resources and skills for maximum utilization. If local educational agencies, teacher education institutions, and other agencies can work together to analyze the needs of the respective agencies and work cooperatively to develop appropriate programs, they may find better solutions for the ills besetting urban education.

Coordinating and supportive structures should encompass a metropolitan area. Nyquist (1973) has pointed out that the full range of educational needs of people in both the central city and surrounding areas cannot be met within the confines of either area alone. In the major metropolitan regions education is provided by a large number of different education authorities. The metropolitan nature of an urban IGE center provides a way to share resources over a broader base. Yet, by preserving the separate identity of the component agencies, decisions and responsibilities that are best left at the component level remain. Moreover, the representational nature of the urban IGE center permits all levels and agencies to be informed about the activities of each other, thus permitting greater cooperation and coordination.

What is proposed may not be easy to implement. It will probably take at least three years to achieve the implementation of a sufficient number of urban IGE schools which in turn provide the urban IGE center with an appropriately adequate constituency. Thus, the strategy might be, with assistance from the state IGE networks, IGE institutes, and the R & D Center, to implement IGE in the schools and simultaneously to build the organizational structure of the urban IGE center. Further, these efforts ought to be carried out in concert with existing thrusts for educational improvement in the district, rather than being an additional effort. From this perspective, IGE is seen as a means for enhancing ongoing programs.

The intent of the urban IGE center is to change urban education by maintaining a balance between research, model adaptation or refinement, and the implementation of improved teaching and learning activities for students. Although the primary focus is on the school level, the supportive structure provides an environment wherein improvements can be implemented appropriately.

The following discussion of the organizational arrangements for an urban IGE center and the benefits of early collaboration provide only the broad parameters for initiating and establishing an urban IGE center. The development of operational guidelines and practices is the responsibility of each urban IGE center in order that local traditions and circumstances can be accounted for.

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6 This section of the chapter is adapted from Walter and Gardner, 1976.

Organizing the Urban IGE Center

The purpose of the urban IGE center is to establish a facilitative environment in which local urban schools, teacher education institutions and other agencies and groups with an important stake in the education of urban youth work cooperatively in a systematic effort to improve the quality of urban education. Establishing the urban IGE center organization will provide for program planning with responsible participation in decision making by all concerned with the work of the center. Each agency and group, while taking the initiative for certain decisions, will be able to secure important information and input from all others. The functions of the urban IGE center are to develop a comprehensive framework for educational improvement, plan a balanced program, implement and evaluate the plans, and provide collaborative efforts.

Figure 5 portrays the prototypic organizational arrangement suggested for an urban IGE center. Three levels are incorporated in the model. The bases for the urban IGE center are the individual IGE schools, the various organizations for school personnel, and parent/community groups. Representatives from these form the Urban IGE Implementation Committee (UIIC). Finally, a combination of UIICs form the Metropolitan IGE Coordinating Council (MICC). In decentralized school systems, the UIICs are formed in the regions or sub-districts. The activities of a number of sub-district UIICs are coordinated in the MICC. In centralized districts several single-district UIICs form the MICC. It is also possible for the UIICs from decentralized systems and from neighboring centralized districts to form the MICC. Some possible situations may help to illustrate.

In Los Angeles, a decentralized system, the IGE schools, organized school personnel, and community groups in one area might establish a UIIC. In nearby Pomona, the IGE schools, organized school personnel, and community groups might form a second UIIC. The two UIICs plus the Los Angeles County School District and any cooperating teacher education institutions may establish the MICC. This Metropolitan IGE Coordinating Council is also a Regional IGE Coordinating Council of the California IGE network.

Washington, D.C. provides an example of a decentralized system in which the MICC coordinates IGE activities within a single district. In each of the system's sub-districts, the IGE schools, organized school personnel, and community groups could form a UIIC. Each of these in turn may cooperate in forming the Washington IGE Coordinating Council which would include one or more cooperating teacher education institutions.

The centralized Cleveland Public Schools and surrounding districts illustrate how one or more centralized districts could form an Urban IGE Center. In one or more of the districts surrounding Cleveland the IGE schools could form UIICs in each of the districts. Cleveland could also form a UIIC. The UIICs from the surrounding districts, one from Cleveland, and cooperating teacher education institutions could form the Cleveland area Metropolitan IGE Coordinating Council.

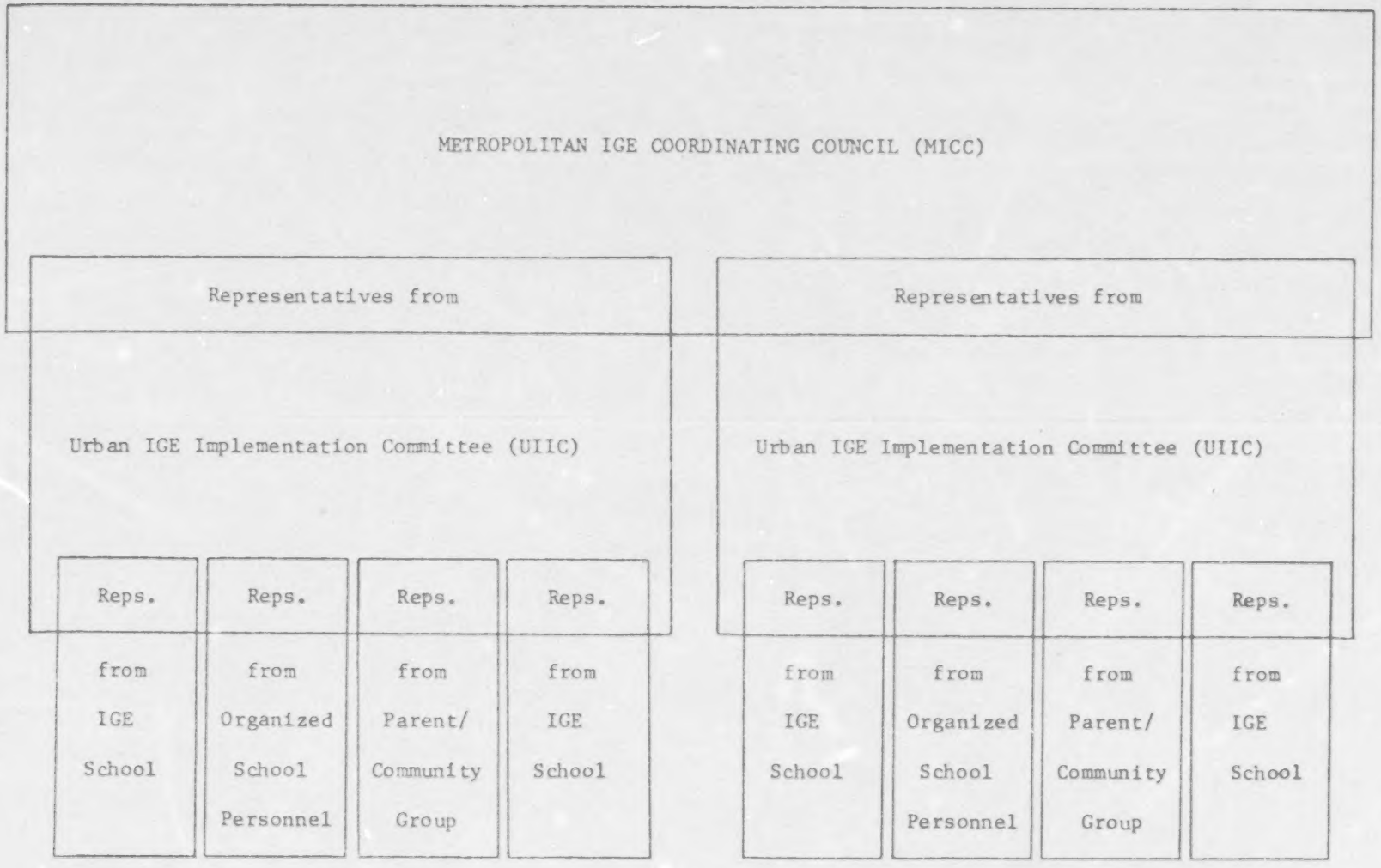

METROPOLITAN IGE COORDINATING COUNCIL (MICC)
Representatives from
Urban IGE Implementation Committee (UIIC)
Reps. from IGE School
Reps. from Organized School Personnel
Reps. from Parent/ Community Group
Reps. from IGE School
Representatives from
Urban IGE Implementation Committee (UIIC)
Reps. from IGE School
Reps. from Organized School Personnel
Reps. from Parent/ Community Group
Reps. from IGE School

Figure 5. Prototypic urban IGE center.

These three illustrative situations, while not yet developed, serve to show some possible Urban IGE Center arrangements. Following is a brief discussion of each of the three major levels.

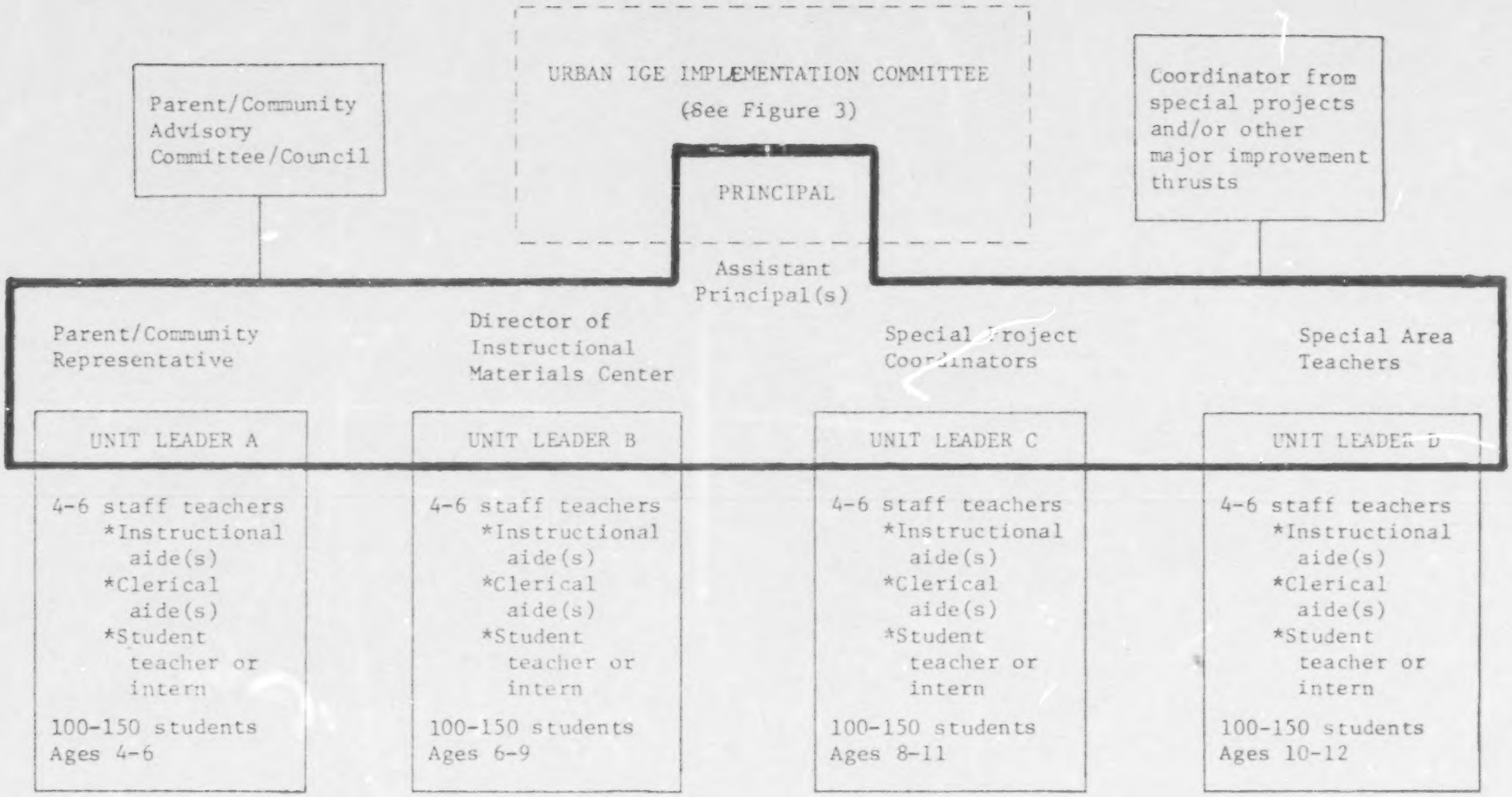
As indicated earlier, the basis for the Urban IGE Center is the IGE school, representatives from the appropriate school personnel organizations, and from the parent or community groups. The urban multiunit school organization (Figure 6) is, in most respects, similar to the multiunit organization for non-urban/inner-city schools (Klausmeier, et al., 1968). Its primary function is to provide well for the instruction of children on the basis of the educational needs of urban youth. In the urban model it is expected that each IIC will include not only the principal, unit leaders, and special area teachers, but also a representative of the schools' parent/community advisory committee or council, assistant principals, and persons who coordinate the school's activities with special projects and other school system improvement activities. While Figure 6 shows four Instruction & Research (I & R) units, large urban schools will have more than four I & R units.

The Urban IGE Implementation Committee (Figure 7) is comprised of the coordinator, who may have this responsibility part- or full-time, and representatives from teacher education institutions, intermediate education agencies, school district central offices, regional offices, school personnel organizations, and representative principals, unit leaders or teachers, and community members. The decision-making and facilitating responsibilities for which the UIIC takes primary initiative are: assisting schools in making the changeover to IGE; identifying the educational improvement thrusts in each IGE school in the UIIC; assisting in the recruiting of personnel and providing for their continuing education; and providing the essential fiscal resources and materials. It meets at least once a month.

The next group is the Metropolitan IGE Coordinating Council (Figure 8) which is comprised of representatives from each Urban IGE Implementation Committee, an urban IGE center coordinator, the school districts' governing board, the chief officers or their designees of the school district and intermediate education agencies, the dean or their designees from the participating teacher education institutions, the presidents or chairpersons from parents' and citizens' groups and the organized school personnel groups.

The decision-making and facilitative responsibilities for which the MICC takes primary initiative are: to identify or develop a comprehensive framework to guide collaborative educational improvement efforts in the metropolitan area; to assess the needs of the participating agencies; to develop the broad programmatic guidelines for addressing these needs; to resolve problems common to the UIICs; to recommend changes in policies, rules, and regulations; and to secure fiscal resources for the urban IGE center. The MICC meets at least once every three months.

The prototypic organizational structure of the urban IGE center is patterned after the multiunit school arrangement. The multiunit structure has been demonstrated in research and practice to provide improved horizontal and vertical organization for facilitating open communication and representation from various groups, as well as for fostering shared decision making. At each of the three levels, provisions are made for representation from the school building, local community, school personnel organizations,



——— Instruction and Research Unit

▬▬ Instructional Improvement Committee

*Inclusion of these persons will vary according to particular school settings.

Figure 6. Prototypic multiunit organization for an urban IGE school. Based on Klausmeier, Morrow, and Walter, 1968.

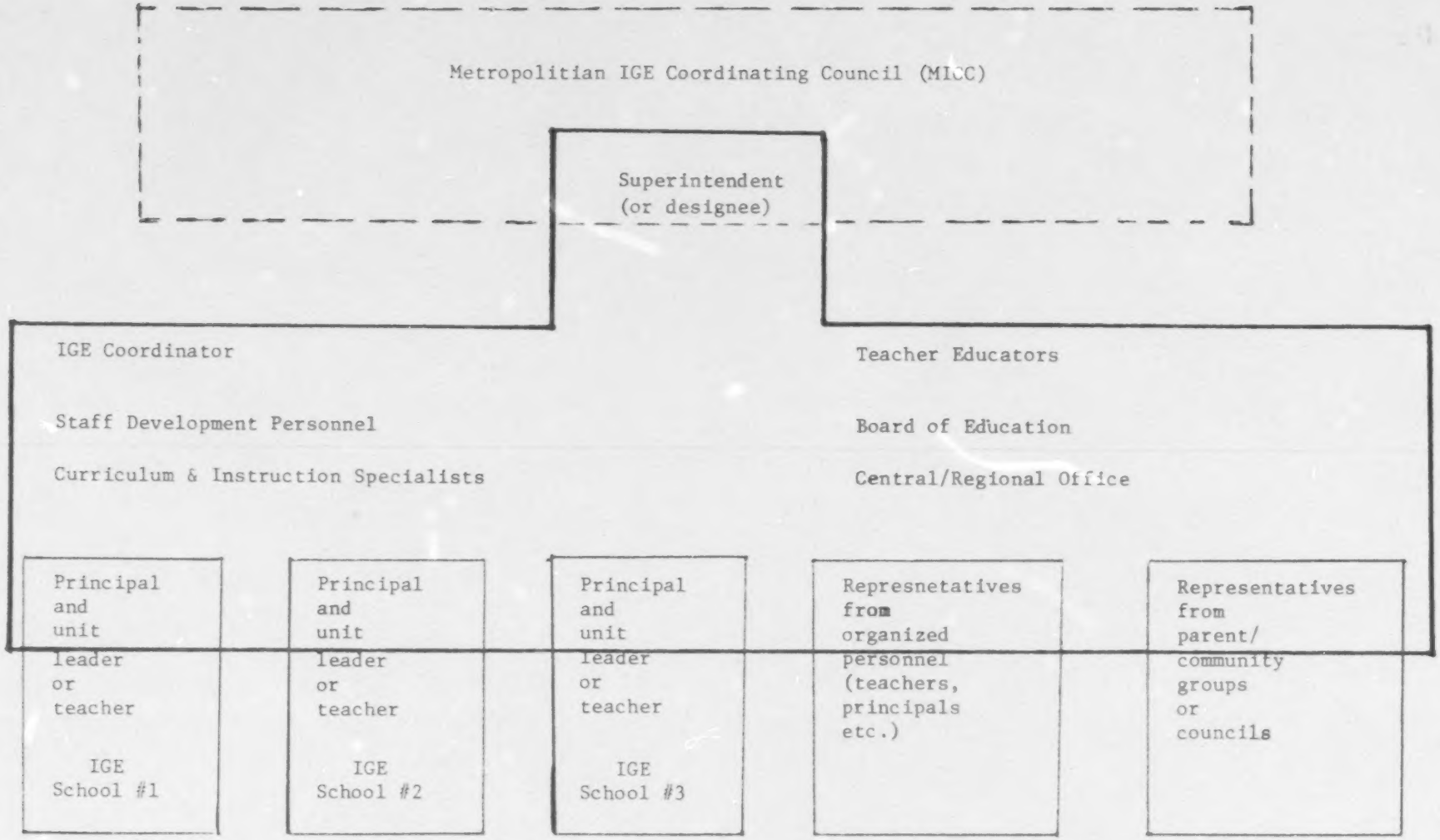
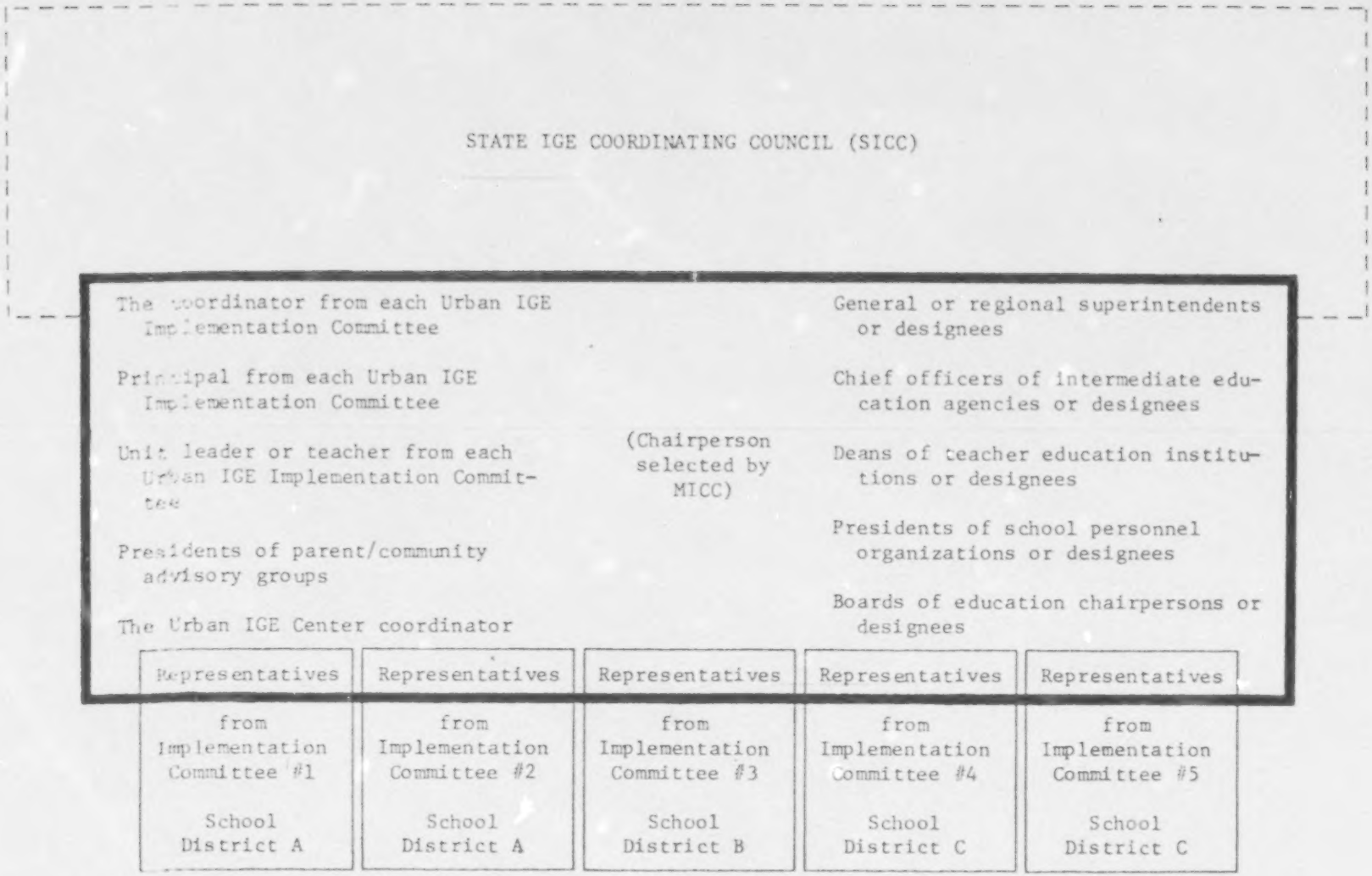


Figure 7. Prototypic Urban IGE Implementation Committee (UIIC). From Walter and Gardner, 1976.


STATE IGE COORDINATING COUNCIL (SICC)
The coordinator from each Urban IGE Implementation Committee
Principal from each Urban IGE Implementation Committee
Unit leader or teacher from each Urban IGE Implementation Committee
Presidents of parent/community advisory groups
The Urban IGE Center coordinator
(Chairperson selected by MICC)
General or regional superintendents or designees
Chief officers of intermediate education agencies or designees
Deans of teacher education institutions or designees
Presidents of school personnel organizations or designees
Boards of education chairpersons or designees
Representatives from Implementation Committee #1 School District A
Representatives from Implementation Committee #2 School District A
Representatives from Implementation Committee #3 School District B
Representatives from Implementation Committee #4 School District C
Representatives from Implementation Committee #5 School District C

Note: Where appropriate the MICC would be a RICC of a state IGE network.

Figure 8. Prototypic Metropolitan IGE Coordinating Council (MICC). From Walter and Gardner, 1976.

the regional and central district offices, teacher education institutions, intermediate educational agencies, and the school board.

Two coordinating roles have been identified for the urban IGE center: a coordinating role for each UIIC and one for the MICC. These are designated as the UIIC coordinator and the MICC coordinator, respectively. The UIIC coordinator is responsible for the administrative matters associated with coordinating the operational programs and activities within a UIIC. Between meetings of the UIIC and the MICC this person serves as the liaison between the participating agencies, other UIICs, and the MICC coordinator. The MICC coordinator is responsible for the fiscal matters relative to the operations of the Urban IGE Center and for coordinating the inter-UIIC programs and activities. The MICC coordinator also serves, where appropriate, as the liaison with the state IGE network and with other agencies external to the urban IGE center. The UIIC coordinator(s) is selected from the school district. The MICC coordinator might be selected from one of the cooperating teacher education institutions or the intermediate education agency.

Two basic strategies will be utilized in this collaborative effort: (1) requisite activities, personnel, and materials should be provided to help schools and other agencies initiate the change; and (2) a support system should be developed so that the implementation of the change can continue successfully. In concert, the participating agencies will develop the capabilitie to accomplish the objectives of the urban IGE center. For example, teacher educators, as part of their ongoing responsibilities, would work directly and closely with local schools in improving the quality of education in local schools. Local school personnel would contribute in direct ways to the planning and conducting of classes offered by the teacher education institution. As a result, the teacher education institution can improve the responsiveness of its teacher education programs to the needs of both undergraduates and graduates.

The implementation of an urban IGE center can be initiated in one year. Subsequent evaluation of the progress of implementation in the agencies involved will take perhaps three years.

Adapting IGE for urban/inner-city schools. Evidence (Berman & McLaughlin, 1975) shows that successful change efforts require accommodations both in the project and in the district. It has been suggested, implicitly and explicitly, the ways in which both the IGE models and the agencies implementing IGE will need to be adapted to ensure success in urban settings.

IGE is defined in terms of seven major components. In comparison with IGE implemented in non-urban settings, IGE in urban schools needs adaptation primarily in connection with the multiunit organizational arrangements and in terms of a greater involvement of parent/community groups and school personnel organizations. These and other possible adaptations of IGE will be discussed in the following paragraphs.

The multiunit school was designed to produce an environment in a school building which would facilitate instructional programming for the individual student and the introduction and utilization of the other components of IGE. It is designed to articulate vertical and horizontal

organizational relationships, affix organizational roles and responsibilities, facilitate immediate and long-range planning, increase involvement in educational decision making, improve communication among school personnel, and enhance the satisfaction and sense of belonging of each person involved in the educational process. A possible adaptation of the multiunit structure to apply to large urban elementary schools is shown in Figure 6.

At the classroom level in the MUS-E is the Instruction and Research (I & R) Unit. The nongraded I & R unit replaces the age-graded self-contained classroom, departmentalized forms of organization, and some types of team teaching for instruction. A typical I & R Unit includes the following personnel: a unit leader, three to five other staff teachers, a first-year resident intern teacher, an instructional secretary, a teacher aide, and 100-150 students. While Figure 6 shows four I & R Units, large urban elementary schools will need to organize as many units as are required so that each unit has no more than five to seven teachers (Pellegrin, 1968).

The main functions of the I & R Units are: to plan, carry out, and evaluate instructional programs for each student in the unit; to engage in continuous inservice staff development activities; to provide inservice teacher education activities; and to plan and conduct cooperatively, frequently with other agencies, a systematic program of research and development.

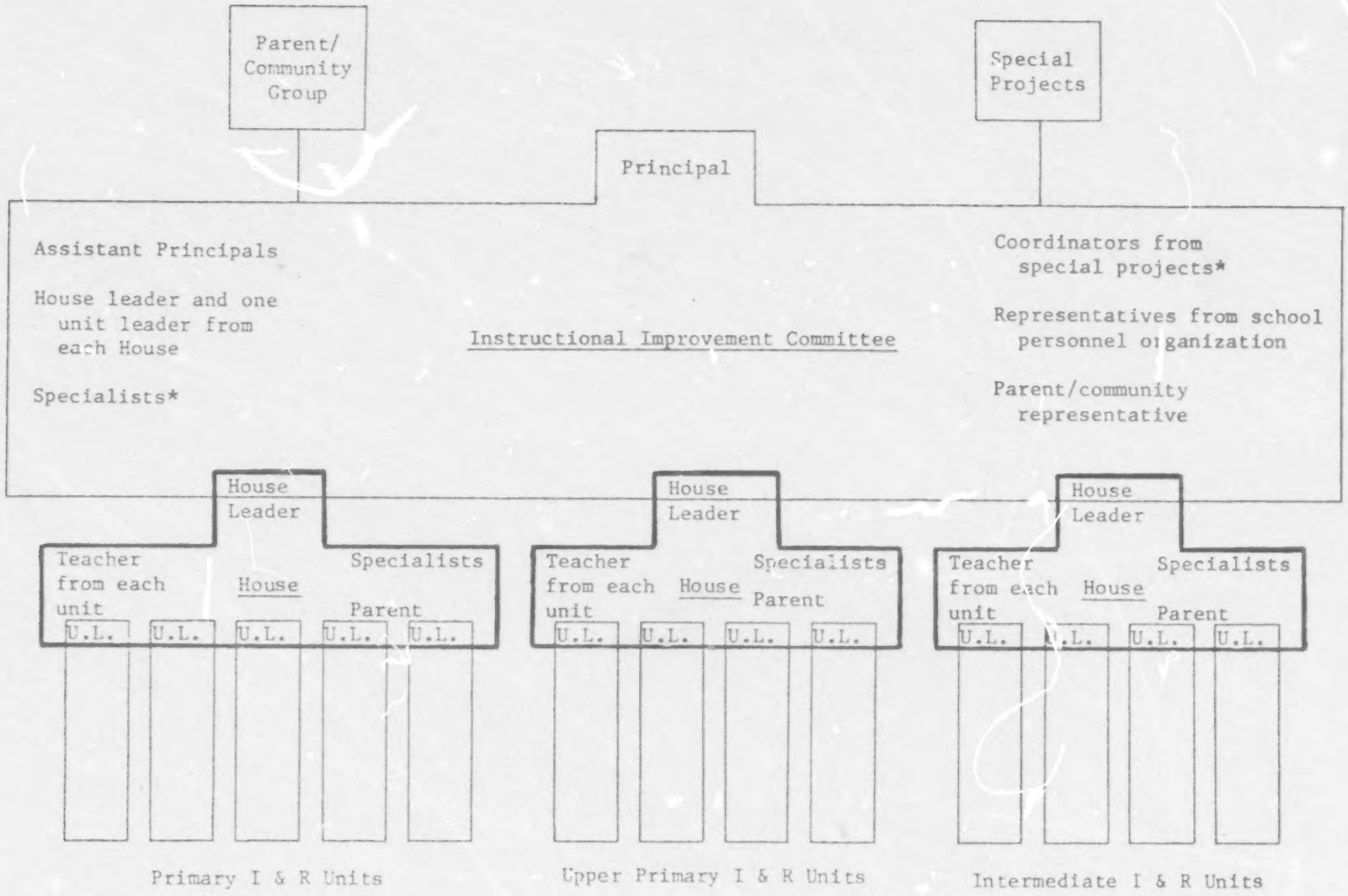
At the second organizational level, the building level, is the Instructional Improvement Committee (IIC). The IIC is ordinarily comprised of the principal, the unit leaders, support personnel (e.g., IMC director), and special area teachers. In the urban IGE schools community/parent representatives, coordinators from districts or regional special projects, and assistant principals are included. Where the size of the IIC may become larger than 10-12 persons, it may be desirable to form an executive committee.

An alternative, in large elementary urban, inner-city schools, to forming an executive committee of the IIC is shown in Figure 9. In this model, an intermediate structure is organized between the I & R Units and the IIC. We have called it a House. The activities within a House are coordinated by a House Leader, who may be a grade level coordinator or assistant principal in the school. Other members of the House are the unit leaders from each I & R Unit, a representative teacher from each unit, parent or community representatives, and the appropriate specialists.

The decision-making and facilitative responsibilities of the House are: to identify the appropriate content and objectives for the children in the constituent I & R Units; to coordinate the use of materials, spaces, and other resources unique to the House; and to identify inservice needs and implement the requisite activities.

The IICs' membership in this plan would include the principal as chairperson, the House leader and a representative unit leader from each House, a coordinator from the district or regional special projects, other personnel such as curriculum specialists, etc., as these are needed, and parent/community representatives. The decision-making and facilitative responsibilities for the IIC are similar to other IICs, except that attention will be directed to the needs and conditions of the Houses rather than the I & R Units.

The four main functions of the IIC are: stating the general educa-



*As needed or available.

Figure 9. House plan for large urban IGE school.
Credit is given to Walter E. Krupa of the R & D Center's Implementation staff for this model.
From Walter and Gardner, 1976.

tional objectives and outlining the educational program for the entire school building; interpreting and implementing regional, district, and state policies that affect the educational program of the building; coordinating the activities of the I & R units to achieve continuity in all curricular areas; and arranging for the use of time, facilities, and resources that are not managed independently by the units or Houses. The IIC thus deals primarily with the planning, decision-making, and coordinating functions related to instruction.

At the district or regional level of the MUS-E organization the urban model replaces what is commonly known as the Systemwide Program Committee (SPC) with the Urban IGE Implementation Committee (UIIC) as described in Figure 7. The UIIC is chaired by the general or regional superintendent or designee and includes representatives from the central office, regional office, principals, unit leaders, teachers, school personnel organization representatives, parent/community representatives, teacher educators, and intermediate agency representatives. Its functions have been described earlier.

Another adaptation for urban schools is reflected in the Metropolitan IGE Coordinating Council (MICC). This structure provides the means by which the IGE related activities of the agencies in a metropolitan urban area are coordinated and completes the structure of the Urban IGE Center. The MICC is comparable to Regional IGE Coordinating Committees (RICCs) in the non-metropolitan areas of states which have state IGE networks (Klausmeier, Walter & Lins, 1974). The MICC is different from RICCs, however, in that its focus is on urban, inner-city schools and its activities are likely to require closer coordination than those of the typical RICC.

Analysis of urban circumstances indicated that these modifications in the multiunit structures were minimally necessary for IGE to be accommodated by urban schools and other educational agencies. The primary adaptations are: more I & R units will be established in urban schools than in other types of schools; the SPC is replaced with the UIIC; the MICC is created; and parent/community groups, school personnel organizations, and coordinators from district or regional special projects are explicitly included.

It is not expected that substantial adaptations will be required for the other components of IGE. The model for planning and carrying out the instructional program for individual students (IPM) is an instructional decision making process model. In urban schools the instructional programming process is likely to have substantial input from parents and community, persons representing special projects, and regional and central office personnel.

In non-urban settings, leagues of schools and/or RICCs are the immediate components of the extra-organizational facilitative environment for IGE schools; the urban IGE center serves a similar function for urban IGE schools. The evaluation and assessment component of IGE will be implemented in the urban IGE center in order to evaluate the progress of IGE both within the schools and in the participating agencies.

The curriculum and instructional materials component of IGE may need some adaptation for urban schools. It is expected that urban IGE

schools will use materials which incorporate criterion-referenced tests, other appropriate assessment procedures, materials which provide for a variety of learning and teaching activities, and management systems. However, the content may need to be changed to reflect the cultural and racial characteristics of the school.

With regard to the home-school-community relations component, past experiences and present requirements give the urban IGE schools an advantage over IGE schools in most non-urban settings. For this reason, the involvement of parent/community representatives has been given explicit treatment in this chapter. It is expected that the implementation of IGE in urban settings will involve parents and community representatives and that they will participate heavily in the information giving and sharing, the decision to implement, and other decisions in the programs of the Urban IGE Center.

Finally, continuing research and development are needed to refine and improve all the operations of the urban IGE center. One of the unique advantages of the urban IGE center is the research and development capabilities of the large urban school system, in the teacher education institutions, and in the intermediate educational agency. In such a setting an articulated, coordinated, and complementary research and development program could be planned and executed by the urban IGE center. The research needs of the teacher education institution and the school system could be met in mutually rewarding ways.

While these and other adaptations in the IGE models will be needed, success requires that the organizational structures and relationships currently in existence in urban settings also be modified. Human, financial, and material resources will need to be allocated to the urban IGE center and its programs either by securing additional resources or reallocating existing ones. Collaboration also means establishing carefully articulated coordinating mechanisms to assure that new role responsibilities are carried out and to establish new or enlarged relationships. Plans must also be made for establishing a comprehensive and systematic perspective as the modus operandi on the part of the collaborating agencies and their personnel. All of these have far reaching implications for those involved and for the future of the urban IGE center.

SUMMARY

While several urban/inner-city school districts have implemented IGE, the rate of implementation has not been as great as in other kinds of school systems. In an effort to develop strategies appropriate for implementing IGE in urban/inner-city schools, the R & D Center reviewed the experiences in urban districts implementing IGE since 1971. On the basis of this analysis, efforts were made to test new approaches in New York City and Washington, D.C. The ideas set forth in this chapter represent the thinking of R & D Center staff as of 1976.

The prototypic sequence of activities, the suggested strategies, and the model for an urban/inner-city facilitative environment for IGE are (as of 1976) conceptualizations based on experiences in a few cities and

consultations with urban IGE educators.

Most educational reforms propose changes in either the school organization, curricular programs, or other practices. Throughout this discussion on urban IGE implementation, emphasis has been placed on comprehensive and systematic collaboration between urban school systems and other agencies and groups within the larger urban setting.

A survey of the urban scene and a brief review of the literature led to a realization that many resources from several agencies must be focused on urban schools in order for them to survive their present crisis and continue to bring improvement in educational practices. What is suggested in this chapter is a response to the need for a comprehensive and systematic thrust for urban schools. This need will be met most effectively through the collaboration of all agencies involved in the education of urban youth. Collaboration must also ensure input from the organized school personnel and from parent and community representatives. Together, these agencies and groups can develop more creative and effective strategies than have been generated heretofore.

Past experience has taught that simply increasing resources will not suffice. Intensive, comprehensive, and carefully implemented programs will, over time, have significant impact on urban schools. Another conclusion is that the intra- and extra-organizational environment of the schools must change if urban education is to be improved.

The approach suggested in this chapter is based upon the research findings, implementation strategies, and models developed collaboratively by the Wisconsin R & D Center and several pilot urban school efforts. These models are proposed for improving urban education. The proposed urban IGE center will provide the organizational structure to accomplish this goal.

IV

NATIONAL LEVEL FACILITATIVE ENVIRONMENTS

BY JAMES E. WALTER

Arrangements are needed to coordinate the relationships between and among state IGE networks and the R & D Center and to provide an opportunity for professionals involved in IGE to associate with each other. Such arrangements are necessary for and contribute to the continuing implementation and refinement of IGE. In response to these needs, four regional IGE institutes (originally called regional IGE centers) were started during the term of this project. The Association for Individually Guided Education (AIGE), established in 1973, continued to increase in membership and to develop programs.

The IGE institutes, AIGE, the R & D Center, and the University of Wisconsin/IGE Teacher Education Project (originally established as the University of Wisconsin/Sears-Roebuck Foundation IGE Teacher Education Project) are the primary organizations in the national level extraorganizational facilitative environment of IGE. This chapter describes the agencies and their present and possible future roles in the implementation of IGE, and discusses the status and an assessment of the IGE institutes as of the end of 1975.

OVERVIEW OF NATIONAL LEVEL AGENCIES

IGE Research and Development Agencies

Two major IGE research and development agencies are the Wisconsin Research and Development Center and the UW/IGE Teacher Education Project. In cooperation with local schools, the Department of Public Instruction, and teacher education institutions in Wisconsin, the R & D Center was the prime initiator of IGE and developed a model for its implementation. The R & D Center also worked with other states to implement IGE nationally.

Since its inception in 1964, the R & D Center has conducted research and development associated with childrens' learning and instruction. In 1967, the first seven IGE schools were started in three Wisconsin school districts. With assistance from the Department of Public Instruction and four teacher education institutions, IGE was implemented in eight additional schools in 1968-1969. Dissemination activities

from 1968-1971 resulted in a few IGE schools implemented in other states. From 1971-1973, the United States Office of Education funded the implementation of IGE nationally. From 1973-1975, funds from the National Institute of Education (NIE) supported the continuing national implementation of IGE. By the beginning of the 1975 school year IGE had been implemented in nearly 3,000 schools in 36 states.

In the meantime, the R & D Center continued its research and development on the components of IGE. Two reading programs--the Prereading Skills Program and the Wisconsin Design for Reading Skill Development--are being published and distributed nationally. A system of Individually Guided Motivation has been developed. A mathematics program, Developing Mathematical Processes, is also being published and distributed nationally. In 1976, the efforts of the R & D Center were focused on research on learning, instruction, and organization and administration; the development of curricular and instructional materials and related staff development strategies and materials; and the support of other organizations as they implemented IGE.

The UW/IGE Teacher Education Project has as its primary focus the development of multimedia instructional materials dealing with IGE and the establishment of undergraduate IGE courses and programs. These are designed primarily for use in on-campus programs to prepare teachers, unit leaders, and principals, and secondarily for use in staff development.

Ten sets of multimedia materials have been developed by the UW/IGE Teacher Education Project. Seven of the sets are designed for undergraduate programs for prospective teachers and for staff development for experienced IGE staff teachers. An eighth set was developed for preparing prospective unit leaders either in graduate courses and programs or in staff development programs. The ninth set is for preparing principals and other school administrators to lead and guide IGE schools and is useful in graduate courses and programs or staff development activities. The tenth set is for use in starting and maintaining state IGE networks.

In 1973, the project also started the first state IGE networks in 14 states with funds provided by The Sears-Roebuck Foundation. The project will continue as part of the program of the University of Wisconsin's School of Education with a focus on IGE teacher education. Funds from royalties received from the sale of materials and other sources will support the project.

The Association for Individually Guided Education

In June 1973, representatives from 12 states in which the implementation of IGE had been proceeding for two years met to form a national professional association of persons involved in IGE. The group was comprised of representatives from local schools, state and intermediate education agencies, teacher education institutions, the R & D Center, the UW/IGE Teacher Education Project, and the Institute for the Development of Educational Activities (/I/D/E/A/). To assist in the forming of AIGE, the R & D Center and the UW/IGE Teacher Education Project provided funds to 23

states for forming state IGE networks. Officers were elected, by-laws were drafted and approved, and incorporation and tax exemption were secured over the succeeding months.

AIGE was established in response to the desire of persons involved in IGE to organize a professional association which would provide a national forum for the exchange of information and successful practices. The purposes of AIGE are as follows from the AIGE by-laws:

> The purpose of the Association for Individually Guided Education, Inc., shall be to provide an appropriate environment for the dissemination, installation, maintenance, refinement and institutionalization of Individually Guided Education (IGE).
>
> The objectives of the corporation include:
>
> a. Establishing minimum standards of organization and instruction consistent with the concepts of IGE,
>
> b. Supporting and encouraging the establishment of state and regional networks, and
>
> c. Serving as a general forum for communications of research and development in all aspects of IGE.

AIGE by-laws specify a Council of Representatives as the governing board and an Executive Committee to attend to the administrative affairs of the Association. The governance of the Association is designed structurally to provide for interlocking membership, as depicted in Figure 10. The Council of Representatives is comprised of four representatives from each state IGE network in the Division of State IGE Networks, two representatives from the Educational R & D Division, and representatives from the major IGE research and development agencies in the United States. The Executive Committee is elected by the membership at large from members of the Council of Representatives.

Although AIGE had been organized only since 1973, it had reached the point in 1976 where it was able to support a half-time executive secretary, initiate a clearinghouse of IGE practices, and publish a newsletter and a journal. A conference, held annually in November, provides a forum for sharing creative and successful ways for implementing IGE in schools, in teacher education institutions, and in other agencies. These activities illustrate the role of AIGE in facilitating the refinement and renewal of IGE nationally.

IGE Institutes

During the period of July 1974 through December 1975, four regional IGE institutes were started. These are located at the University of Hartford in Connecticut, the University of Wisconsin-Madison, San Jose State University

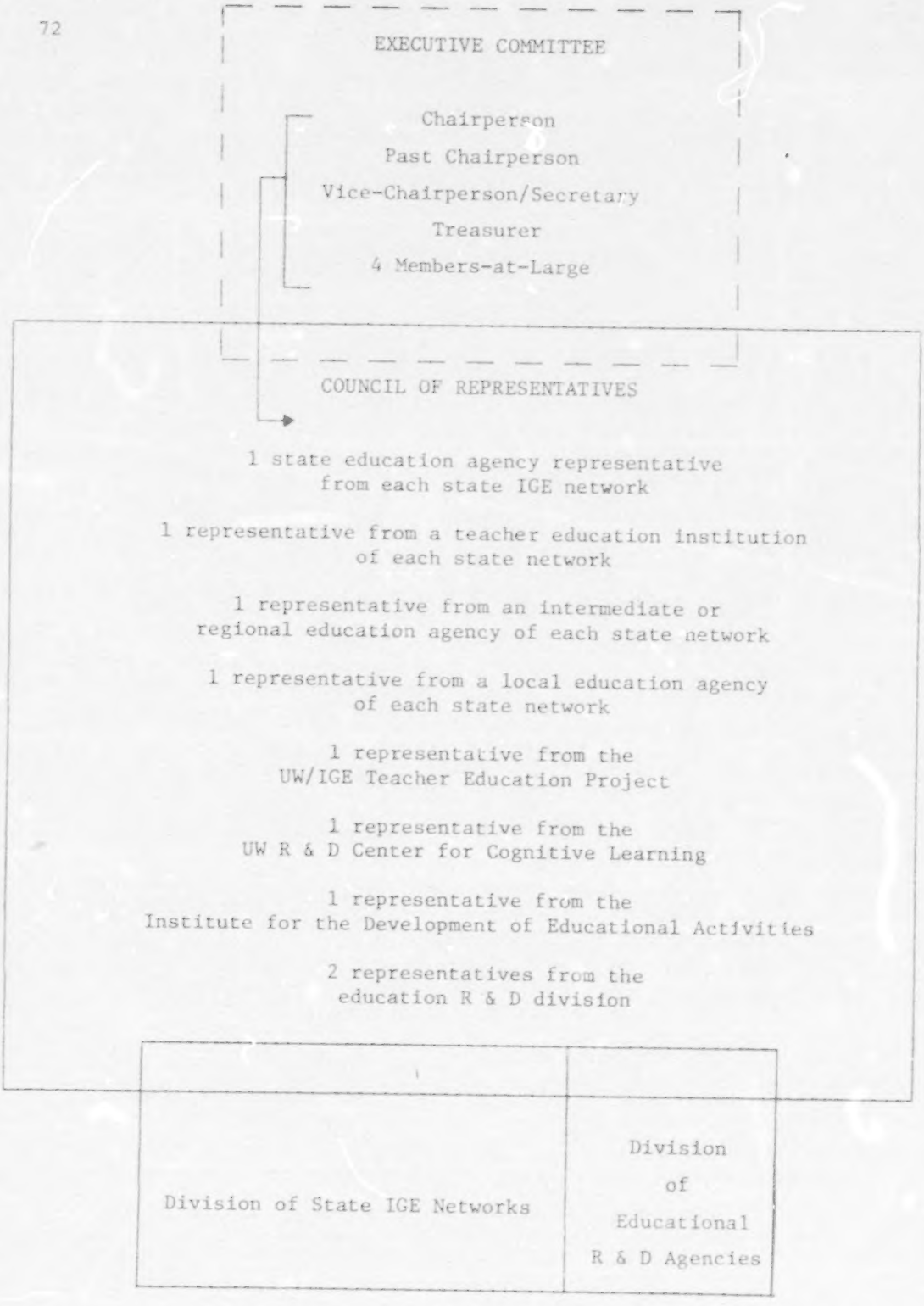

EXECUTIVE COMMITTEE
Chairperson
Past Chairperson
Vice-Chairperson/Secretary
Treasurer
4 Members-at-Large
COUNCIL OF REPRESENTATIVES
1 state education agency representative from each state IGE network
1 representative from a teacher education institution of each state network
1 representative from an intermediate or regional education agency of each state network
1 representative from a local education agency of each state network
1 representative from the UW/IGE Teacher Education Project
1 representative from the UW R & D Center for Cognitive Learning
1 representative from the Institute for the Development of Educational Activities
2 representatives from the education R & D division
Division of State IGE Networks
Division of Educational R & D Agencies

Figure 10. Organizational chart of Association for Individually Guided Education. (Based on Bylaws for the Association for Individually Guided Education as amended in November 1975). Adapted from Klausmeier, Walter, and Lins, 1974.

in California, and the University of South Florida in Tampa. The first three were designated respectively as the Northeastern, Midwest, and Western IGE Institutes. The fourth institute was designated the Southeastern Institute for Educational Improvement.

The primary function of the IGE institutes is to assist the R & D Center in the implementation of IGE in all states within designated geographical regions of the nation. A secondary function is to provide linkages between the state IGE networks and local schools and the many research and development agencies engaged in activities potentially helpful to IGE schools.

To help in coordinating the relationships between the R & D Center and other r & d agencies and the state IGE networks, each institute is expected to form an advisory committee. Such a committee is to be comprised of representatives of state and intermediate education agencies, teacher education institutions, and local school districts from the states in the respective regions. The R & D Center also has membership on the advisory committees. Such representation utilizes and builds upon the structural relationships inherent in the multiunit organization and the state IGE network model.

As the IGE institutes become more firmly established and operational, they are expected to carry out a full range of implementation activities defined in six major areas (Walter & Gardner, 1976). The first is information exchange within and among states in the respective regions, between institutes, and with the R & D Center. The second is IGE leadership development for representatives from state and intermediate education agencies, teacher education institutions, and local school districts. The third is assisting in implementing IGE in schools, especially in states without IGE networks. The fourth is cooperating with state IGE network leaders as they improve their network coordination and leadership skills and in establishing networks in states that do not have IGE networks. The fifth is providing leadership in incorporating IGE into undergraduate and graduate teacher and administrator preparation programs. The sixth is carrying out evaluation and research and development activities in cooperation with other IGE agencies.

IGE institutes are expected to engage in information exchange activities. Information about IGE is to be disseminated to continuing as well as prospective IGE schools and other agencies that provide assistance to schools. Information about outcomes from other r & d agencies is also to be disseminated. Institutes are to identify and describe excellent practices, successful techniques, and refinement needs of IGE agencies in their respective regions. Such information is helpful in targeting dissemination efforts, in sharing successful practices among agencies in the cooperating states, and developing programs of assistance and leadership development.

The contribution of the institutes to the implementation of IGE is largely dependent upon an excellent leadership development program. The continuing professional development of implementors, teacher educators, and others already involved in IGE is important for the success of existing IGE schools. Preparing new implementors and assisting teacher educators not at present involved in IGE is necessary for providing assistance to schools desiring to make the changeover to IGE.

The third major effort of the IGE institutes is related to providing IGE implementation assistance to schools. Institutes are expected both to

initiate such activities and respond to requests for assistance. In states with networks, institutes provide assistance to the networks. In non-network states, the institutes carry out the appropriate awareness, commitment, changeover, and follow-up assistance.

Developing state IGE networks is another area in which the institutes should devote effort. The state IGE networks in each of the institutes' regions are at different levels of development. In these states, institutes should give assistance in planning, defining roles of participating agencies, and providing examples of successful practices from other state IGE networks. In each of the regions there are states with IGE schools that do not have IGE networks. In non-network states, the institutes should provide technical assistance and consultive help in implementing the model of a state IGE network. Institutes should also provide leadership in ensuring that the networks carry out activities associated with the five outcomes for state networks. In this regard, the leadership development programs provide opportunities for personnel from the state networks to gain skills and understandings related to implementing IGE.

Incorporating IGE into teacher and administrator programs is the fifth area of effort for institutes. In this regard, the institutes are expected to develop exemplary programs, courses, and other experiences within their own institutions. Institutes should also identify other exemplary teacher and administrator programs, support their improvement, and use them as models. Conferences, workshops, and technical assistance are the means by which such models can be disseminated and implemented to other teacher education institutions in the states.

The sixth major area in which the institutes invest effort is evaluation and research and development. The institutes should take the initiative in applying models for local school evaluation and providing assistance. Evaluative activities could lead to conducting research and development to refine, modify, or adapt programs, processes, and products. Another valuable activity in this area is preparing IGE implementors to conduct evaluation and needs assessment.

The discussion of these six major areas in which institutes provide leadership and assistance clearly indicates the interrelatedness of the efforts. Gathering information about needs, and about products and processes responsive to these needs, provides a means for developing the content for leadership development activities. In turn, leadership development activities provide an important means for strengthening IGE schools, state IGE networks, and implementing IGE in additional schools and other educational agencies.

THE STATUS OF THE IGE INSTITUTES

The four regional IGE institutes identified earlier are located in designated geographical regions of the nation. Table 6 shows the states within each of the IGE institute regions. Subcontracts were executed for each of the IGE institutes in the amount of $15,000 for a 24-month period, July 1, 1974 to June 30, 1976. While this time period was six months longer than funding for the implementation effort, it was decided that institute activities should cover two complete academic years.

TABLE 6

IGE INSTITUTE REGIONS

NORTHEASTERN IGE INSTITUTE -- University of Hartford, Connecticut

Connecticut,* Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

MIDWEST IGE INSTITUTE -- University of Wisconsin-Madison

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin

SOUTHEASTERN INSTITUTE FOR EDUCATIONAL IMPROVEMENT -- University of South Florida-Tampa

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

WESTERN IGE INSTITUTE -- San Jose State University, California

Arizona, California, Colorado, Idaho, New Mexico, Montana, Nevada, Oregon, Texas, Utah, Washington, Wyoming

*Underscored states have state IGE networks.

Selecting IGE Institute Sites

Consideration of three major factors led to the decision to locate the IGE institutes in teacher education institutions. First, teacher education institutions have situational circumstances which permit a relatively flexible utilization of human resources. Faculty have relatively more latitude than personnel in other agencies for allocating their time. Teacher education institutions also have flexibility in working with a variety of agencies, particularly across state lines. A second factor is that teacher education institutions have intellectual resources, skills, and experiences often not available in other types of educational agencies. Finally, the R & D Center anticipates that teacher education institutions will play a key role in the continuing and future implementation of IGE. Therefore, IGE institutes located in teacher education institutions would be in a favorable position to provide leadership and service in matters associated with involving teacher educators in IGE.

Four criteria were used to identify the particular sites for the IGE institutes. One criterion was that the particular teacher education institutions have had prior experience in implementing IGE. Another criterion was that the potential sites had to demonstrate experience in directing and managing operations similar to the model for IGE institutes. A third criterion was that a senior faculty member, a department chairperson, or associate dean be willing to assume the directorship of the IGE institute and secure the approval of the dean and other university officials. A fourth criterion was that the host agency be located in a city with good transportation arrangements.

Three of the four locations met the requirements of the first criterion. All four had prior experience in directing and managing similar kinds of activities. In the four sites, either a full professor, a department chairperson or an associate dean agreed to assume the directorship of the IGE institute. In all four, deans and other university officials approved the formation of IGE institutes. In all four situations adequate transportation facilities were available with at least two major airlines providing daily service.

The University of South Florida in Tampa was the only host agency which had no prior involvement in IGE. It was selected because of the R & D Center's interest in increasing the implementation of IGE in the Southeastern region of the United States, the need for increased support for IGE schools in the region, and the lack of other teacher education institutions which could assume the responsibilities.

Activities of the IGE Institutes

During the eighteen months of this project, efforts in the institutes focused on organizational concerns, development of capabilities, and building relationships with constituent states. Organizational concerns were related to establishing advisory and executive committees, selecting a coordinator, and identifying resource persons. Developing capabilities in the resource persons required sending persons to conferences and workshops to acquire skills and understandings related to IGE and other R & D Center products. Establishing relationships with constituent states,

especially existing state IGE networks, required institutes to develop and provide programs and services.

Organizationally, each of the institutes has identified a person other than the director to serve in a coordinating capacity. At the University of Wisconsin-Madison, a full-time coordinator has been appointed. In the other IGE institutes, a faculty member has been appointed coordinator one-quarter to one-third time. Resource persons for the institutes are drawn from other faculty members, graduate students, and consultants from other agencies within the regions. In all cases, persons who can provide specific expertise have been identified.

Each of the IGE institutes was expected to establish an advisory committee comprised of representatives from the constituent state IGE networks. Only two institutes have established and met with their advisory committees. Since the expenses of persons on the advisory committee are to be paid by the institutes, the limited amount of funds provided the institutes was, in two cases, insufficient for covering the expenses of advisory committee meetings due to either the number of people involved or the great distances for travel. Each institute was encouraged to identify an executive committee to provide communications and better access to resources within the respective schools of education. These were not established in any of the institutes.

In each of the institutes, the capabilities of resource persons were developed with regard to IGE, the Wisconsin Design for Reading Skill Development, and Individually Guided Motivation. Thus, in each of the institutes there is sufficient expertise to help schools make the changeover to IGE through non-credit staff development programs or courses and programs for credit. There is also capability for providing assistance in implementing the Wisconsin Design for Reading Skill Development and Individually Guided Motivation. Institute resource persons were also prepared to conduct leadership workshops for personnel from state and intermediate education agencies, teacher education institutions, and local schools.

Since their beginning in the fall of 1974, institute leadership devoted most of the time and effort in organizing and developing resource capabilities. Thus, little time was available for developing programs and services which would contribute to building relationships among the constituent states. With regard to the six major areas of effort for the IGE institutes, the primary efforts have been devoted to providing implementation assistance to local IGE schools for making the changeover to IGE and inservice for continuing IGE schools. Such assistance has been limited largely to the institutes' home states. Some activities, however, have been started by institutes in some of the other states within their regions.

In all the teacher education institutions where the IGE institutes are located, IGE related courses have been developed and have been or will be offered. At the University of South Florida in Tampa, a master's degree program with an IGE emphasis has been initiated. Each of the institutes has offered or assisted in several workshops and conferences. In cooperation with the R & D Center and the UW/IGE Teacher Education Project, each institute has sponsored and assisted in conducting one-week leadership development workshops for IGE implementors and teacher educators. Each of the institutes has also facilitated meetings of the R & D Center with

representatives of the state IGE networks.

In summary, analysis of the development of the IGE institutes indicates that their development has been as good as might be expected given the varying conditions under which the institutes were established. Table 7 summarizes the developmental status of the IGE institutes as of December 1975. There was some delay in executing the subcontracts and thus releasing the money to the institutes. The delay was caused primarily because university officials were uncertain about assuming the responsibilities of an IGE institute and the responses from the cooperating states and agencies. The amount of money ($15,000 for 24 months) was insufficient for releasing personnel to organize the institutes more completely and develop programs more fully. In the economic environment under which the institutes were started, teacher education institutions were retrenching, not expanding. Their willingness to begin development of an IGE institute attests to their interest in IGE and in assuming the responsibilities of an IGE institute. Such activities are, however, beyond the usual scope of a teacher education institution and require different financial arrangements than presently exist.

Assessment of the IGE Institutes

The IGE institutes are the most recent development in the national level facilitative environment of IGE. Their role as an implementation agency for the R & D Center and potentially for other r & d agencies is a new one in education. No other instrumentalities have been developed to carry out an extensive set of implementation activities. Thus, their development and growth is expected to be cautious.

The primary mission of a teacher education institution is to prepare teachers and administrators and to provide opportunities for continuing professional growth. To the extent that teacher education institutions engage in activities ancillary to their main mission, they must expand their roles and functions and establish different relationships with other organizations. Involvement in implementing r & d outcomes, other than through courses, is not common to most teacher education institutions. Thus, teacher educators and other staff are not prepared to plan for and implement such activities. Moreover, with the possible exception of many of the major universities, teacher education institutions are not generally oriented toward developing and maintaining interstate relationships. In short, for a teacher education institution to assume the responsibilities of an IGE institute it must be willing to expand its scope of operations.

If IGE institutes are to provide the range of implementation capabilities required for the improvement and renewal of education with IGE as the focus, different financial bases must be developed. Income from tuition cannot be expended for such purposes. State tax dollars generally support student enrollment and cannot be used for interstate activities. Additional financial support is derived primarily from two other sources. One is the sale of services. The other is externally awarded grants and contracts. However, the selling of services is limited primarily to providing assistance in implementing and evaluating IGE in local schools.

TABLE 7

SUMMARY OF IGE INSTITUTE STATUS

Institute	Information Exchange	Leadership Development	Assisting Schools	Developing State IGE Networks	Incorporating IGE into Teacher Ed. Programs	Evaluation, Research, and Development	Advisory Committee	Executive Committee
Northeastern IGE Institute		Cooperated with R & D Center in workshops	Preliminary contacts and visits to a few schools		IGE included in some courses in own institution		Yes	No
Midwest IGE Institute	Brochure describing institute distributed to region	Cooperated with R & D Center in workshops	Conducted an extensive series of workshops and inservice activities in several states		IGE included in some courses in own institution IGE course for principals	Has evaluation contract with one school district	No	No
Western IGE Institute	Visits to states planned, attended teachers' conference in Arizona	Cooperated with R & D Center in workshops	Participated in a few workshops in California		IGE included in some courses in own institution Conducts credit workshops in summer		No	No
Southeastern Institute for Educational Improvement	Newsletter, planning a regional conference	Cooperated with R & D Center in workshops	Participated in a few workshops in Florida	Representative from Georgia State Education Agency on Advisory Committee	Master's degree program with IGE emphasis established		Yes	No

The other major efforts of leadership development, assisting in the development of state IGE networks, assisting in incorporating IGE into teacher education programs, and information exchange are not income producing. Therefore, implementing such programs cannot be expected to provide the financial support for an IGE institute. Carrying out such activities on an interstate basis will require continuing financial support from sources other than tuition, state funds, and the selling of services.

Expanding the implementation of IGE and refining the implementation of IGE in schools and state IGE networks, requires establishing arrangements such as the IGE institutes. Establishing such instrumentalities in existing agencies is preferable to creating new agencies. Among the existing educational agencies, teacher education institutions are probably the best locations. IGE institutes reduce the R & D Center's span of control. They provide access to additional intellectual resources, coordinate information exchange, and provide means for collaborating in continuing research and development. They also can provide a relatively neutral advocate for r & d outcomes from other r & d agencies. Institutes can provide continuing opportunities for persons who assist IGE schools to acquire new skills and understandings. They can also assist in starting and maintaining state IGE networks.

Clearly, establishing IGE institutes is a continuing developmental activity. Establishing and maintaining IGE institutes requires that the cooperating teacher education institutions be encouraged to assume an expanded mission in participating in a wide range of implementation activities. A broader financial base than presently exists is needed to provide the opportunity to expand their activities beyond the scope of the usual teacher and administrator education programs.

During the first eighteen months of starting the IGE institutes other developmental issues emerged. It has become clear that a part-time faculty appointment to coordinate the activities of an IGE institute is not sufficient. The development of programs, establishing and meeting with the advisory and executive committees, disseminating information relative to the institute, and initiating relationships with constituent states requires a full-time coordinator.

Certain leadership qualities appear to be necessary for developing and establishing the IGE institutes. The leadership of an IGE institute must be capable of initiating and maintaining relationships within its agency and with other agencies in cooperating states. They must also be able to plan and implement a range of activities including information dissemination, technical assistance, and problem solving.

Programs responsive to the needs of IGE schools and other agencies in the network and non-network states are essential to building relationships with the constituent states. Initially, very modest programmatic activities are sufficient, provided they are based on the needs of the constituents, are handled competently, and provide a service not readily available elsewhere. In most cases, modest costs are not a major concern for potential participants. Constituents in the various regions are not likely to seek out the services of the institutes. The institutes need to initiate the relationships and be prepared to respond to requests.

Another issue that emerged was that the Western IGE Institute region is too large to be served effectively by one institute. It appears that at least one more regional IGE institute serving the Rocky Mountain states would be helpful for assisting both in starting IGE schools and state IGE networks and in providing support to existing schools and networks.

SUMMARY

The national level facilitative environment of IGE includes the Wisconsin R & D Center, the UW/IGE Teacher Education Project, AIGE, and four IGE institutes. The most recently established of these are the IGE institutes.

The primary function of the IGE institutes is to provide assistance to the R & D Center in the implementation of IGE. The secondary function is to provide linkages between state IGE networks and IGE schools and other r & d agencies which have developed outcomes potentially helpful to IGE schools. IGE institutes are expected to devote efforts in a full range of implementation activities defined in six major areas. These are (1) information exchange; (2) leadership development; (3) assisting schools in implementing IGE; (4) developing state IGE networks; (5) leadership in incorporating IGE into teacher and administrator education programs; and (6) evaluation and research and development.

From July 1974 through December 1975, four IGE institutes were started. Most of the efforts of the institutes were devoted to identifying and organizing personnel resources and developing capabilities relative to the implementation of IGE and the curriculum products of the R & D Center. They also initiated some activities in developing and providing courses and programs for IGE personnel in their host agencies as well as in conducting workshops and other inservice activities for local schools.

IGE institutes are important instrumentalities in the national level facilitative environment of IGE. Establishing them, however, is a developmental activity. Certain leadership and program capabilities need to be developed. The kinds of activities institutes were designed to perform are different from what most teacher education institutions are commonly prepared to carry out. Given the present financial structure of teacher education institutions generally, the assumptions of such activities will require financial support beyond what is presently available.

V

LEADERSHIP DEVELOPMENT WORKSHOPS

BY HAROLD G. MACDERMOT AND JAMES E. WALTER

The strategies for implementing IGE depend upon the involvement of persons from state and intermediate education agencies, teacher education institutions, and school districts. From July 1 74 through December 1975, leadership development workshops were conducted to assist persons from these agencies in acquiring the skills and understandings related to assisting schools in implementing IGE, in developing state IGE networks, and implementing selected R & D Center curriculum products.

During the eighteen months, fifteen workshops were conducted. Three were conducted for persons desiring to assist schools in implementing IGE through inservice activities. Three were conducted for teacher educators wishing to incorporate IGE into teacher and administrator education courses and programs. One workshop was conducted for state IGE network leaders. Three workshops were conducted for persons interested in helping schools implement Individually Guided Motivation (IGM). Five workshops were conducted relative to the Wisconsin Design for Reading Skill Development (WDRSD) for teacher educators and implementors.

This chapter reviews leadership development activities prior to July 1974; then focuses on the leadership workshops conducted during the eighteen months from July 1974 through December 1975, emphasizing descriptive information about the workshops and their evaluation. Finally, the chapter closes with a discussion of some issues related to IGE leadership development activities.

REVIEW OF LEADERSHIP DEVELOPMENT PRIOR TO JULY 1974

Prior to receiving implementation funds from the United States Office of Education in the spring of 1971, leadership development had been conducted in cooperation with the Wisconsin Department of Public Instruction and teacher education institutions in Wisconsin. These efforts focused primarily on preparing teams of principals and unit leaders to understand the concepts of IGE and then to work with building staffs to make the changeover to IGE. The efforts were carried out in workshops conducted throughout the state and summer session courses at the University of Wisconsin-Madison campus.

The initial leadership workshop related to the national implementation effort was held in June 1971. The purpose of the workshop was to provide experiences that would give personnel the understandings for their respective roles in the implementation of IGE. Additional leadership development

was provided for ten state IGE coordinators during a three-day workshop held in Madison in October 1971.

In addition to the two Madison workshops, three major training efforts were undertaken by the Center's implementation staff with cooperation from state coordinators, teacher educators, and local school personnel from states which had implementation contracts with the Center. The purpose of these efforts was to assist personnel in applying skills and understandings as they worked directly with schools. These were held in February, July, and October 1972.

Funds from the United States Office of Education also supported a series of institutes and teacher education programs (Klausmeier & Fruth, 1973; Klausmeier, 1976). During the 1971-72 and 1972-73 academic years, one-week institutes were conducted for principals, unit leaders, and staff reading teachers that had been implementing IGE and WDRSD. Academic year programs were also conducted in 1971-72 for principals and teachers that wished to become proficient in implementing IGE and WDRSD.

In late 1972 and early 1973, the R & D Center and the UW/IGE Teacher Education Project concluded that additional efforts were required to begin involving teacher education institutions in IGE. As a result, a national conference designed specifically for teacher educators was held in Madison in January 1973. From that time on, more and more teacher educators became involved and played increasingly important roles in the IGE implementation efforts.

In February 1973, a three-day conference for state and district coordinators and other people in education interested in learning more about IGE was conducted. The objectives established for the conference were to improve the participants' competencies in facilitating communications in an IGE school and to refine their skills as evaluators of IGE schools.

In March and June of 1973, the R & D Center supported two important meetings which focused on the development of leaders for state networks and a national network. In March 1973, representative state IGE coordinators, teacher education consortium representatives (organized in January 1973), and officials of the R & D Center and the UW/IGE Teacher Education Project met to consider proposals for forming a national IGE organization. Subsequently, at a June meeting, the Association for Individually Guided Education was established.

In July 1973 the Center received funds from NIE. Part of the funds supported the conduct of the following series of workshops:

Type of Workshop	Date	Location	Attendance
Leadership Workshops for Implementors	February 1974	Madison, Wisconsin	20 people from 10 states
	April 1974	San Francisco, California	49 people from 5 states
	May 1974	Cranston, Rhode Island	42 people from 8 states

Type of Workshop	Date	Location	Attendance
Leadership Workshop for Teacher Educators	June 1974	Eau Claire, Wisconsin	53 people from 14 states
State IGE Coordinating Council Planning Meetings	February 1974	Chicago, Illinois	58 people from 20 states
	September 1974	Indianapolis, Indiana	107 people from 23 states

The three workshops for implementors were designed to prepare them to conduct inservice activities to help schools make the changeover to IGE and continue improving their IGE programs. The workshop for teacher educators was designed to help them plan and develop modules and courses for staff teachers, unit leaders, and administrators. The purpose of the first SICC planning meeting was to bring together the various state IGE representatives and discuss with them their progress and problems in forming state IGE networks. Designed as a planning workshop, the objectives of the second SICC meeting focused on having each of the SICCs prepare long-range plans for the implementation of IGE according to the model for implementation described in the Manual for Starting and Maintaining State IGE Networks (Klausmeier, Walter & Lins, 1974). A more complete discussion and evaluation of these efforts in 1973 and 1974 is reported in Walter, Gardner, & MacDermot, (1975).

EVALUATION OF LEADERSHIP WORKSHOPS, JULY 1974 TO DECEMBER 1975

Four types of leadership workshops were conducted from July 1974 through December 1975. One type of workshop was for persons interested in providing inservice assistance in implementing IGE at the local school level. A second type of workshop was for teacher educators interested in incorporating IGE into teacher and administrator preparation courses and programs. The third type of workshop was devoted to preparing persons for providing implementation assistance with regard to two of the curriculum and instruction products of the R & D Center--IGM and WDRSD. The fourth type of workshop was for state IGE network leaders.

The evaluation efforts focused primarily on the first three types of workshops since these were the primary means for building the capacities of the state IGE networks with regard to implementing IGE and other R & D Center products. The state IGE network leadership workshop was focused primarily on providing an opportunity for state IGE network leaders to exchange experiences on topics relevant to their concerns and to plan future activities within the states. Evaluation of this workshop involved reviewing the state plans prepared during the workshop.

Since the primary purpose of the workshops was to build capacities within the 23 state IGE networks, evaluation dealt with the extent to which workshop participants were engaged in implementation activities subsequent

to attendance at the workshops. Other evaluation activities were gathering data related to participant achievement during the workshops. Performance and observation data served a developmental purpose in an effort to conduct improved workshops over the series. Since subsequent workshops were modified on the basis of such data, a summary of such evaluation information across the workshops is not presented, although some data from these efforts is reported to indicate that the workshops were efficacious in helping participants learn about IGE and the products as well as the required implementation activities.

The following discussion is organized according to type of workshop. Within each type, the discussion deals with descriptive information and examples of data gathered during the conduct of the workshop; it closes with the results of the follow-up survey. Finally, a summary is presented.

Teacher Educator Leadership Workshops

Descriptive information. Three week-long workshops designed primarily to prepare teacher educators to incorporate IGE concepts into their teacher education courses and programs were conducted. Support for holding the workshops was provided by NIE funds. Stipends awarded to 90 participants to help offset their expenses were provided by the University of Wisconsin IGE Teacher Education Project funded by The Sears-Roebuck Foundation. The goals and objectives which provided the guidelines for the three teacher educator workshops are included along with a sample agenda in Appendix D.

The first of the workshops for teacher educators was held at San Jose State University in California from January 13-17, 1975 for 37 participants representing eight states. The second workshop was held at the University of Hartford in Connecticut from June 2-6, 1975 for 27 participants from 10 states. The last of the three teacher educator workshops was held in Madison, Wisconsin from August 11-15, 1975 for 40 participants from 13 states. Table 8 summarizes the number of persons attending each workshop as well as the states and agencies they represented.

Within workshop evaluation. With regard to whether teacher educators were learning both about IGE and strategies by which they could become involved in implementing IGE, a 55-item list was prepared to pre- and post-assess participants. Participants were asked to indicate for each item whether they were already prepared or needed further preparation. The workshop staff then summarized the data and attempted to provide alternative sessions during the week to meet as many of the needs of the participants as possible. The participants were then asked at the end of the workshop to indicate for each item whether they were adequately prepared to conduct a particular activity. Data representing the number of participants at the Hartford workshop needing preparation on each item at the beginning of the week with the number of participants indicating they were adequately prepared on each item at the end of the week are presented in Appendix E. With the exception of very few items, there was a substantial improvement in the extent to which the participants perceived themselves to be adequately prepared. The data from the Hartford workshop is representative of results at the other workshops.

TABLE 8

PARTICIPANTS ATTENDING THREE IGE TEACHER EDUCATOR LEADERSHIP WORKSHOPS CONDUCTED DURING 1975

STATE / WORKSHOP & AGENCY	1/13/75-1/17/75 San Jose, California				6/2/75-6/6/75 Hartford, Connecticut				8/11/75-8/15/75 Madison, Wisconsin				
	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	Total
California	17	1		1					2				21
Colorado									2				2
Connecticut					6								6
Florida	2	1		2									5
Illinois									4				4
Indiana					1								1
Kentucky					1				2				3
Massachusetts									1				1
Michigan					3								3
Minnesota									2				2
Missouri									3				3
New Hampshire					4								4
New Jersey													0
New York					4				1	1			6
Ohio	1				1				5				7
Pennsylvania					1								1
Rhode Island					4								4
South Carolina													0
South Dakota									3				3
Texas	1								4				5
Utah	9												9
Virginia									1				1
Wisconsin									9				9
Other States	3				1								4
	33	2		3	26				39	1			104

Follow-up evaluation. Questionnaires (see Appendix F) were mailed to 101 teacher educators who had attended the three teacher educator workshops. Sixty (60%) of the questionnaires were completed. Of those sixty, twenty-nine were from participants who had attended the teacher educator workshop conducted in August 1975. These participants had had only three months since the workshop in which to conduct their IGE activities. A summary of the responses follows:

1. 89% of the teacher educators returning the questionnaire have introduced IGE to their students or fellow faculty members. More specifically, 66% of the teacher educators have altered an existing course to include IGE concepts and 53% have developed a new course around IGE concepts.

2. 30% of the respondents have already helped or have developed plans to help other faculty members include IGE in their courses.

3. For 43% of the respondents, IGE related activities are considered a part of their regular assignment.

4. 50% of the respondents indicated that from 1 to 5 schools is the maximum number they can work with on a regular basis. This information is significant in determining how many teacher educators need training in IGE concepts to work with an increasing number of IGE schools.

5. 55% of the respondents have participated or have plans to participate in activities to help schools changeover to IGE.

6. 53% of the respondents have attempted to establish local networks of IGE schools or contributed to existing network efforts.

7. 42% of the respondents have participated in state network planning and coordinating activities. This relatively low percentage figure suggests that state IGE councils need to make more effective use of their teacher educator resources.

Two state education agency representatives attended the teacher education workshop held in Madison. One reported he spends about 25% of his time on IGE related activities. He has worked with ten schools, conducted four awareness conferences, and he participates on the state IGE coordinating council. The other respondent has not carried out any IGE activities since attending the workshop. Five local education agency representatives attended one of the teacher educator workshops. Of the five, only one is involved in IGE related activities and only to the extent of serving as a resource person to the district.

IGE Implementor Leadership Workshops

Descriptive information. Three week-long IGE implementor workshops

were conducted to prepare educators to conduct inservice activities for helping schools make the changeover to IGE. NIE funds were used to support the workshop and pay stipends to 90 of the participants. The goals and objectives which provided the guidelines for the three implementor workshops are included along with sample agendas in Appendix G.

The first IGE implementor workshop was held in Tampa, Florida from February 3-7, 1975 for 46 participants from 11 states. The second of these workshops was conducted in Denver, Colorado from April 14-18, 1975 for 27 participants from seven states and Manitoba, Canada. The last of the IGE implementor workshops was held in St. Louis, Missouri from October 20-24, 1975 for 74 participants from 14 states. Table 9 summarizes the number of persons attending each workshop as well as the states and agencies they represented.

Within workshop evaluation. At the Tampa and Denver workshops the IGE concepts test was administered prior to the instructional sessions on the concepts and practices of IGE and following the sessions. The results indicated substantial growth on the part of the participants. A check list (Appendix H) was developed related to implementation activities. With regard to learning the implementation activities, the results of the evaluation showed substantial learning. For example, 80 to 90% of the participants at the Denver workshop reported that they were prepared to carry out implementation activities.

Follow-up evaluation. Seventy-four questionnaires (see Appendix I) were mailed to participants of the first two implementor workshops. (The St. Louis workshop was held in October, too late in the contract period to send a follow-up survey.) Of the 30 questionnaires mailed to teacher educators attending those implementor workshops, 22 (73%)* were completed. Eighteen state and intermediate education agency people who attended the same two workshops received questionnaires; twelve (67%) responded. Twenty-six local education agency participants attending the workshops received questionnaires; eighteen (69%) responded.

Questionnaires from participants attending the first two implementor workshops have been analyzed by the agencies they represented. A summary of the results follows:

Teacher Educators

1. Of the teacher educators responding, 41% state that IGE activities are considered a part of their regular responsibilities.

2. 64% of these respondents state that they devote up to 40 hours per month to IGE and that is also the maximum amount of time that 64% of them can spend on IGE.

3. 64% of these respondents believe they could work with up to ten schools and one teacher educator said he could work with fifteen.

*The figure in parentheses represents the percent of participants in that category who returned the questionnaire.

TABLE 9

PARTICIPANTS ATTENDING THREE ICE IMPLEMENTOR LEADERSHIP WORKSHOPS CONDUCTED DURING 1975

WORKSHOP & AGENCY / STATE	2/3/75-2/7/75 Tampa, Florida				4/14/75-4/18/75 Denver, Colorado				10/20/75-10/24/75 St. Louis, Missouri				
	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	Total
California					1			1		1			3
Colorado								2					2
Connecticut													0
Florida	12	1		8					4			12	37
Illinois									1			5	6
Indiana													0
Kentucky	3	1							1				5
Massachusetts													0
Michigan									1			1	2
Minnesota													0
Missouri		1			3				12			16	32
New Hampshire													0
New Jersey													0
New York			5	4								2	11
Ohio								3	1			1	5
Pennsylvania		1	1						1		1		4
Rhode Island	1				1								2
South Carolina									1				1
South Dakota	3			1									4
Texas			1				3						4
Utah					4		1	4					9
Virginia	1			2								2	5
Wisconsin	1								2			2	5
Other States*				1				4*				6	11
*Canada	21	4	7	16	9	0	4	14	24	1	1	47	148

4. 64% of the responding teacher educators who attended the MUS-E implementor workshops have altered or have plans to alter existing courses to include IGE concepts.

5. 9% of these teacher educators had developed new courses to include IGE concepts.

6. While 55% of the respondents have conducted or plan to conduct IGE awareness conferences, only 9% have completed the more difficult task of conducting principal-unit leader workshops.

7. 59% of the respondents have been working with networks of local IGE schools and 55% of them have been involved in state network planning and coordinating activities.

State and Intermediate Agency Participants

Because of the small number of workshop participants (12) from this type of agency who attended the MUS-E implementor workshops at Tampa and Denver, this summary data should be interpreted with caution.

1. Two respondents reported 10% of their time is allocated for IGE activities and one has 25% of his time allocated to IGE.

2. 45% of this group believe they could devote up to 20 hours per month to IGE activities.

3. 45% of this group have conducted IGE awareness activities.

4. 18% of this group have conducted principal-unit leader workshops.

5. One respondent has participated in local school network activities.

Local Education Agency Participants

1. For 60% of the respondents in this group IGE related activities are considered to be a regular part of their responsibilities.

2. 56% of this group devote up to 20 hours a month to IGE activities.

3. 50% believe they could devote up to a maximum of 20 hours a month to IGE activities.

4. 56% of these respondents think they could work with up to 10 schools.

5. None of these respondents have attempted to establish local networks of IGE schools.

6. 13% have participated in local network sponsored training sessions.

7. Only 13% of this group have served on state IGE coordinating councils.

Product Coordinator Workshops

Descriptive information. The R & D Center conducted eight workshops to prepare coordinators to implement two products developed by the R & D Center. Three workshops were for coordinators to assist in implementing Individually Guided Motivation. Five workshops were conducted for coordinators and teacher educators to assist in implementing the Wisconsin Design for Reading Skill Development. A sample agenda for the two-day IGM workshops and the three-day WDRSD workshops are attached in Appendix J.

The first IGM coordinator workshop was held in Madison, Wisconsin on September 23-24, 1974 for twenty-one participants from seven states. The second IGM workshop was held in Columbus, Ohio on March 4-5, 1975 for thirty-six participants from six states. The last of the IGM workshops was held in Salt Lake City, Utah on June 10-11, 1975 for fifty-six participants representing seven states. Table 10 summarizes the number of participants attending each workshop as well as the states and agencies they represented. NIE funds were used to support the workshops and provide stipends to 90 IGM workshop participants.

The workshops for persons to assist in implementing WDRSD were conducted in cooperation with National Computer Systems (NCS), publishers of WDRSD. NCS assumed the costs for conducting the workshops and NIE funds were used to pay stipends to 90 qualified participants.

The first WDRSD coordinators workshop was held in New York City on September 18-20, 1974 for twenty-one participants from nine states. The second workshop was held in Atlanta, Georgia on November 6-8, 1974 for twenty-one participants from four states. The third workshop was held in San Francisco, California on Feburary 5-7, 1975 for sixteen participants from eight states. The fourth workshop was held in Washington, D.C. on April 7-9, 1975 for eight participants from six states and the District of Columbia. The fifth workshop was held in Madison, Wisconsin on May 28-30, 1975 for thirty-seven participants from eleven states. Table 11 summarizes the number of participants attending each workshop as well as the states and agencies they represented.

Within-workshop evaluation. Evaluation data was gathered at both the IGM and the WDRSD product coordinator workshops. Two types of evaluation data were collected from participants at the IGM workshops. One type related to their knowledge gain and the other to their preparation to implement the program. The knowledge test consisted of 50 items and the participants' preparation survey consisted of 10 goal statements. As an example of the results obtained at the workshops, the data from the participants at the Columbus IGM workshop are presented in Tables 12 and 13.

Participants attending the five workshops to familiarize themselves with WDRSD were given a 32 item knowledge test upon completion of the three-day workshop. The highest score for the participants attending

TABLE 10

PARTICIPANTS ATTENDING THREE INDIVIDUALLY GUIDED MOTIVATION LEADERSHIP WORKSHOPS CONDUCTED DURING 1974-75

WORKSHOP & AGENCY / STATE	9/23/74-9/24/74 Madison, Wisconsin				3/4/75-3/5/75 Columbus, Ohio				6/10/75-6/11/75 Salt Lake City, Utah				
	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	Total
California													0
Colorado									1				1
Connecticut													0
Florida									1				1
Illinois												1	1
Indiana													0
Kentucky					3			1					4
Massachusetts			1										1
Michigan	1	1											2
Minnesota	3			2					1				6
Missouri	2			1									3
New Hampshire					2								2
New Jersey													0
New York		3	1										4
Ohio					8	1		14					23
Pennsylvania					1	1		1					3
Rhode Island													0
South Carolina													0
South Dakota	1	1		2					1				5
Texas					1	2					1	1	5
Utah									5		1	42	48
Virginia													0
Wisconsin	3				1								4
Other States									1				1
	10	5	2	5	16	4	0	16	10		2	44	114

TABLE 11

PARTICIPANTS ATTENDING FIVE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT LEADERSHIP WORKSHOPS CONDUCTED DURING 1974-75

WORKSHOP & AGENCY / STATE	9/18/74-9/20/74 New York, New York				11/6/74-11/8/74 Atlanta, Georgia				2/5/75-2/7/75 San Francisco, California				4/7/75-4/9/75 Washington, D.C.				5/28/75-5/30/75 Madison, Wisconsin				
	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	TEI	SEA	IEA	LEA	Total
California									2	1		11									14
Colorado										1		2									3
Connecticut	2																				2
Florida													1								1
Illinois					1												5			2	8
Indiana																	2				2
Kentucky	2				1				1								1		1	1	7
Massachusetts	2																				2
Michigan																	1			4	5
Minnesota																	1			2	3
Missouri																	1			2	3
New Hampshire																					0
New Jersey	1																				1
New York	2	2														1					5
Ohio									1			1				3	1				6
Pennsylvania	5								1												6
Rhode Island	1																				1
South Carolina					2																2
South Dakota	2	1																			3
Texas												2									2
Utah									2			2									4
Virginia																1					1
Wisconsin																	6			3	9
Other States	1				3			14	1			1	2				4				26
	18	3	0	0	7	0	0	14	8	2	0	19	3	0	0	5	22	0	1	14	116

TABLE 12

RESULTS OF INDIVIDUALLY GUIDED MOTIVATION KNOWLEDGE TEST

GIVEN AT END OF WORKSHOP

Columbus, Ohio
March 4-5, 1975

Category	Mean Score[1]
Overview	7.56
Independent Reading	6.41
Individual Goals	7.94
Tutors	7.47
Self-Directed Behavior	7.25
Total Test	36.62[2]

[1]Category score shows number of items mastered out of 10 items.

[2]Highest score was 44 out of 50; the lowest score was 22.

TABLE 13

SUMMARY OF PARTICIPANTS' RESPONSES TO PREPARATION SURVEY TAKEN AT END OF WORKSHOP

Columbus, Ohio
March 4-5, 1975

	Number of Responses	
	Adequate Prep.	Need More Prep.
1. Participants will become familiar with the development, history and score of the IGM system.	30	2
2. Participants will become familiar with the development and presentation components of an IGM one-day awareness conference.	25	5
3. Participants will become familiar with the inservice program for each of the four procedures:		
"Guiding Children Toward Self-Directed Behavior"	23	8
"Guiding Children as Tutors"	27	5
"Setting Individual Goals for Learning"	25	6
"Encouraging Independent Reading"	22	8
4. Participants will become familiar with the four procedures of /I/G/M/ and the strategies for each procedure:		
"Guiding Children Toward Self-Directed Behavior"	24	7
"Guiding Children as Tutors"	24	7
"Setting Individual Goals for Learning"	20	9
"Encouraging Independent Reading"	21	9

n = 32

the Atlanta WDRSD workshop was a perfect 32 and the lowest score was 25. These scores are similar to scores obtained by participants at the four other WDRSD workshops.

Follow-up evaluation. Participants at the IGM and WDRSD leadership workshops were surveyed to determine their activities subsequent to attending the workshops. Questionnaires mailed to IGM workshop participants were designed to provide information as to whether participants had helped other educators become aware of the IGM program or had helped school staffs implement IGM. In addition, questions were asked of teacher educators as to whether they had developed new courses, modules, or provided information about IGM for students in their training programs. Sample follow-up survey forms are attached in Appendix K.

Questionnaires were mailed to 113 IGM participants. Teacher educators returned 22 (63%), state education and intermediate education agency personnel returned 7 (47%), and local education agency personnel returned 28 (47%).

Data from the IGM questionnaires can be summarized as follows:

1. As a group, 47% of the respondents have helped schools implement the program by conducting inservice activities.

2. As a group, 33% of the respondents have made presentations about IGM to school staffs.

3. As might be expected, the most frequent activities of the teacher educators are to share IGM materials with their colleagues (73%) and to provide information about IGM in their classes (77%).

4. Modules related to IGM have been added to existing courses by 41% of the teacher educator respondents and 36% have developed new courses related to IGM.

Questionnaires mailed to WDRSD workshop participants were designed to provide information as to whether participants had helped other educators become aware of the WDRSD program or had helped school staffs implement WDRSD. As was the case in the design of the other workshop follow-up questionnaires, the WDRSD questionnaires asked teacher educators whether they had developed new courses, modules, or provided information about WDRSD for students in their courses or programs.

Questionnaires were mailed to 85 WDRSD workshop participants. Teacher educators returned 33 (73%), state education and intermediate education agency personnel returned 7 (64%), and local education agency personnel returned 13 (45%).

Data from the 53 WDRSD questionnaires can be summarized as follows:

1. About one-half (48%) of the teacher educator respondents have provided inservice activities for implementing WDRSD in elementary schools.

2. 38% of the local education agency respondents have provided such inservice to their own or other elementary schools.

3. None of the 7 state or intermediate education agency respondents had conducted any WDRSD inservice activities.

4. As a group, 66% of the respondents indicated they had conducted awareness activities related to WDRSD for educators.

5. A sizeable majority (91%) of the teacher educator respondents provided information to their students and shared materials on WDRSD with their colleagues.

6. Modules on WDRSD were prepared by 46% of the teacher educator respondents and 30% of them had developed new reading courses based on WDRSD.

Workshop Evaluation Summary and Implications

Since the primary purpose of the leadership workshops was to provide opportunities for state IGE networks to increase their within state human resources relative to helping schools implement IGE and other R & D Center products, this discussion focuses primarily on those concerns. Secondarily, some comments are made relative to the planning for and conducting of the workshops.

Summary of follow-up survey. Table 14 summarizes data relative to the participants and their respective agencies in attendance at the workshops. As the table indicates, 466 persons attended the various workshops. Of these, 360 were paid stipends either from NIE funds (270) or from funds contributed by the IGE Teacher Education Project (90). Over one-half (53%) of the participants were teacher educators; 8% were state and intermediate education agency personnel; and 39% were from local education agencies.

These figures show a relatively high number of teacher educators interested in serving in a linking capacity between an r & d agency and local schools. Two other comparisons further highlight this finding. The follow-up survey showed that a higher percentage of teacher educators engage in IGE implementation activities than do representatives from other agencies. In addition, 41% of participants of the 1975 series of IGE implementor workshops were teacher educators, up from 29% of participants in the 1973-74 series of IGE implementor workshops. Representatives from state, intermediate, and local education agencies declined from 1973-74 to 1975.

A comparison of the follow-up survey data from the participants at the teacher educator and IGE implementor workshops reveals the following:

1. 66% of the respondents attending IGE teacher educator workshops alter their existing programs as opposed to only 45% of the responding teacher educators attending IGE implementor workshops.

2. 30% of the respondents attending IGE teacher educator workshops introduce new IGE courses in their program; whereas, only 9% of

TABLE 14

SUMMARY OF PARTICIPANTS ATTENDING WORKSHOPS SUPPORTED BY MODIFICATION 7 OF NIE CONTRACT NE-C-00-3-0065 AND THE UW/IGE TEACHER EDUCATION PROJECT

WORKSHOP & AGENCY / STATE	THREE TEACHER EDUCATOR WORKSHOPS				THREE IMPLEMENTOR WORKSHOPS				THREE IGM WORKSHOPS				FIVE WDRSD WORKSHOPS				
	TEI	SEA/ IEA	LEA	TOTAL	TEI	SEA/ IEA	LEA	TOTAL	TEI	SEA/ IEA	LEA	TOTAL	TEI	SEA/ IEA	LEA	TOTAL	SUM
California	19	1	1	21	1	1	1	3	0	0	0	0	2	1	11	14	38
Colorado	2	0	0	2	0	0	2	2	1	0	0	1	0	1	2	3	8
Connecticut	6	0	0	6	0	0	0	0	0	0	0	0	2	0	0	2	8
Florida	2	1	2	5	16	1	20	37	1	0	0	1	1	0	0	1	44
Illinois	4	0	0	4	1	0	5	6	0	0	1	1	6	0	2	8	19
Indiana	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	2	3
Kentucky	3	0	0	3	4	1	0	5	3	0	1	4	5	1	1	7	19
Massachusetts	1	0	0	1	0	0	0	0	0	1	0	1	2	0	0	2	4
Michigan	3	0	0	3	1	0	1	2	1	1	0	2	1	0	4	5	12
Minnesota	2	0	0	2	0	0	0	0	4	0	2	6	1	0	2	3	11
Missouri	3	0	0	3	15	1	0	16	2	0	1	3	1	0	2	3	25
New Hampshire	4	0	0	4	0	0	0	0	2	0	0	2	0	0	0	0	6
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
New York	5	1	0	6	0	5	6	11	0	4	0	4	2	2	1	5	26
Ohio	7	0	0	7	1	0	4	5	8	1	14	23	2	0	4	6	41
Pennsylvania	1	0	0	1	1	3	0	4	1	1	1	3	6	0	0	6	14
Rhode Island	4	0	0	4	2	0	0	2	0	0	0	0	1	0	0	1	7
South Carolina	0	0	0	0	1	0	0	1	0	0	0	0	2	0	0	2	3
South Dakota	3	0	0	3	3	0	1	4	2	1	2	5	2	1	0	3	15
Texas	5	0	0	5	0	4	0	4	1	3	1	5	0	0	2	2	16
Utah	9	0	0	9	4	1	4	9	5	1	42	48	2	0	2	4	70
Virginia	1	0	0	1	1	0	4	5	0	0	0	0	0	0	1	1	7
Wisconsin	9	0	0	9	3	0	2	5	4	0	0	4	6	0	3	9	27
Other States and Canada	4	0	0	4	0	0	11	11	1	0	0	1	11	0	15	26	42
	98	3	3	104	54	17	61	132	36	13	65	114	58	6	52	116	466

99

the responding teacher educators attending IGE implementor workshops start new IGE courses.

3. In general, teacher educators as a group, after attending either type of leadership workshop, are significantly more active in promoting IGE in schools and their programs than are participants from state, intermediate, and local education agencies.

4. A high percentage of teacher educators reported working with local networks. In contrast, only one respondent from a state education agency reported participating in that type of activity, and few local education agency personnel work with local IGE networks.

5. Teacher educators attending the 1975 series of workshops are somewhat more active than are the teacher educators who attended the 1973-74 series of workshops. While 55% of the 1975 teacher educator respondents have conducted IGE awareness conferences, only 35% of the 1973-74 teacher educator respondents had carried out that activity. Forty-two percent of the 1975 teacher educator group have participated in state network activities, whereas, only 20% of the 1973-74 teacher educators indicated participating in state network activities.

It would appear that teacher educators are a valuable resource in providing linkage between producers of r & d outcomes and local schools. As a group they seem to give more time and energy than do other agency representatives to carrying out activities (such as courses, workshops, and consultant assistance) which help schools implement IGE. It is very likely that as resources in state IGE networks, teacher educators provide the best source of support to the educational improvement efforts of local schools.

Summary of evaluation for improving workshops. The within workshop evaluation was conducted in order to provide information to improve the conducting of the workshops. Data gathered from instrumentation and observation highlighted three major concerns. First, there is a constant tension between the practical aspects of conducting a workshop and at the same time making sure that all participants have sufficient experiences to acquire the skills and understandings. The primary concern in this regard is that there never seemed to be enough time to cover the information needed if individuals were, in our judgement, to be able to perform their roles competently. A common criticism of many of the participants was that there was an "information overload." To alleviate this concern, some content was deleted and some of the lecture types of presentations were spread out over the agenda. Even so, it was not possible (given time and resource constraints) to meet the needs of all the participants. Nonetheless, a sizeable majority of the participants appear to have mastered the basic content of the workshops.

The second concern that required attention was related to designing an agenda that provided a balance between lecturing or audio-visual pres-

entations and other more active types of learning activities such as simulations. In the early workshops there were no simulation activities and materials designed for presentations. After such activities and materials were developed and opportunities made for visitations to schools, there was a remarkable improvement in the morale of the participants.

A third major concern dealt with the lack of congruence between the expectations of some of the participants and the purposes of the workshops. Many participants came to the workshops not fully understanding the expectations for them subsequent to the workshops. Even though efforts were made to communicate clearly before the workshop (such efforts included phone calls, pre- and post-registration mailings, as well as having state IGE coordinators select participants), this concern was never satisfactorily resolved.

In spite of these concerns, however, the data indicated that a sizeable majority of the participants mastered both the specified product related content as well as the knowledge of the implementation requirements.

IGE LEADERSHIP DEVELOPMENT

For the two and one-half year period from July 1973 through December 1975 funds from NIE and the UW/IGE Teacher Education Project supported a variety of leadership development workshops related to IGE and other R & D Center developed products. Table 15 summarizes the number of participants, the agencies they represented, and the states from which they came.

A total of 630 persons have participated in these workshops. Of these 318 or 51% have been teacher educators, 84 or 14% were from state and rom intermediate education agencies, and 221 or 35% were from local education agencies. All 23 of the state IGE networks were represented at the workshops.

In each of the states, in December 1975, some level of human resources was established with regard to implementing IGE, IGM, or WDRSD. It is clear, however, that not all such resources are utilized fully by the state IGE networks. State and intermediate education agency persons, as a group, do not appear to become actively involved in implementation activities. The level of involvement of persons from schools and districts is generally limited to their districts. Teacher educators, as a group, seem to be the most active, although about 45% of this group does not participate actively.

Increasing the Impact of Leadership

Two recommendations may help to increase the impact of these resources in state IGE networks. One recommendation is related to what state network leaders might provide to increase the competencies of the participants from their states. The other is related to increasing the involvement of teacher educators in state IGE network activities.

The primary value of a single workshop is that it gives participants an opportunity to increase their knowledge levels. To further increase the competencies and contribution of workshop parcicipants to the state

TABLE 15

SUMMARY OF PARTICIPANTS ATTENDING WORKSHOPS SUPPORTED BY MODIFICATION 7 OF NIE CONTRACT NE-C-00-3-0065
AND THE UW/IGE TEACHER EDUCATION PROJECT

WORKSHOP & AGENCY / STATE	TEACHER EDUCATOR WORKSHOPS				IMPLEMENTOR WORKSHOPS				MOTIVATION WORKSHOPS				WDRSD WORKSHOPS				
	TEI	SEA/IEA	LEA	TOTAL	TEI	SEA/IEA	LEA	TOTAL	TEI	SEA/IEA	LEA	TOTAL	TEI	SEA/IEA	LEA	TOTAL	SUM
California	19	1	1	21	12	23	14	49	0	0	0	0	2	1	11	14	84
Colorado	2	0	0	2	0	0	2	2	1	0	0	1	0	1	2	3	8
Connecticut	9	0	0	9	1	0	1	2	0	0	0	0	2	0	0	2	13
Florida	2	1	2	5	16	1	20	37	1	0	0	1	1	0	0	1	44
Illinois	6	0	2	8	1	0	6	7	0	0	1	1	6	0	2	8	24
Indiana	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	2	3
Kentucky	3	2	0	5	4	1	0	5	3	0	1	4	5	1	1	7	21
Massachusetts	2	1	0	3	0	2	0	2	0	1	0	1	2	0	0	2	8
Michigan	3	0	0	3	2	0	1	3	1	1	0	2	1	0	4	5	13
Minnesota	4	0	0	4	5	0	1	6	4	0	2	6	1	0	2	3	19
Missouri	3	0	0	3	16	1	0	17	2	0	1	3	1	0	2	3	26
New Hampshire	6	0	0	6	2	1	0	3	2	0	0	2	0	0	0	0	11
New Jersey	2	0	0	2	2	0	1	3	0	0	0	0	1	0	0	1	6
New York	22	2	0	24	1	18	19	38	0	4	0	4	2	2	1	5	71
Ohio	10	0	0	10	4	1	6	11	8	1	14	23	2	0	4	6	50
Pennsylvania	1	0	0	1	1	3	0	4	1	1	1	3	6	0	0	6	14
Rhode Island	5	0	0	5	2	0	1	3	0	0	0	0	1	0	0	1	9
South Carolina	4	0	0	4	1	0	0	1	0	0	0	0	2	0	0	2	7
South Dakota	6	0	0	6	7	0	1	8	2	1	2	5	2	1	0	3	22
Texas	5	0	0	5	0	4	0	4	1	3	1	5	0	0	2	2	16
Utah	9	0	0	9	4	3	6	13	5	1	42	48	2	0	2	4	74
Virginia	2	0	0	2	1	0	4	5	0	0	0	0	0	0	1	1	8
Wisconsin	14	0	1	15	4	0	2	6	4	0	0	4	6	0	3	9	34
Other States and Canada	4	0	0	4	0	0	14	14	1	0	0	1	11	0	15	26	45
	144	7	5	157	80	58	99	243	36	13	65	114	58	6	52	116	630

IGE network, there are three activities state IGE networks might do to provide further leadership development experiences. First, all past workshop participants should be surveyed to determine their interest in contributing to the implementation of IGE. Second, these persons should be provided information as to the status of the network and of IGE implementation in the state. A workshop or a conference of one or two days would provide an excellent setting in which to begin to incorporate such persons into the plans and programs of the state IGE network. Third, as the network members carry out implementation activities such as awareness conferences, principal-unit leader workshops, and the like these persons should be brought in to provide assistance and to observe experienced persons at work, providing a type of apprenticeship experience.

The second recommendation is that state IGE network leaders should increase the involvement of teacher education institutions. It is clear, from two and one-half years of experience, that teacher educators, as a group, are more likely to assume responsibilities in implementing IGE than are persons from other agencies. Research has also demonstrated the value to successful IGE implementation of the involvement of teacher educators (Paul, 1974). Two major factors seem to contribute to such involvement. One is that teacher educators probably have much more latitude and discretion in allocating time and energies to new endeavors than do persons in other agencies. The second is that teacher educators have more freedom to advocate innovations than do persons from other agencies. In short, teacher educators represent a valuable resource to state IGE networks.

The present leadership in state IGE networks might proceed in the following ways to increase the involvement of teacher educators. A workshop or conference might be convened for both experienced and new IGE teacher educators with local school personnel included in which opportunities are provided to exchange strategies, techniques, materials, and experiences related to designing and conducting courses, workshops, and other forms of assistance to schools and districts. Particular attention might be given on how to build effective working relationships with local schools and other educational agencies in regional IGE coordinating councils. Another suggested effort is to establish the policy and practice that schools wishing to implement IGE cooperate with teacher education institutions. It will probably be necessary for representatives of the SICC to help establish the necessary working relationships and provide initial assistance.

Leadership Development Needs in State IGE Networks

In October 1975, the R & D Center conducted a survey of the 23 state IGE coordinators to identify leadership development needs as perceived by the SICCs. Sixteen state IGE coordinators responded. The results are as follows:

1. State IGE coordinating councils could advantageously use 176 additional IGE implementors.

2. State IGE coordinating councils would like updating opportunities for 256 experienced implementors in the following areas:
   A. Implementation strategies
   B. RICC development
   C. Awareness
   D. Refinement
   E. How to identify the hidden agenda
   F. Communication skills
   G. Multi-age grouping
   H. Public relations
   I. Gaining commitment
   J. Principal and unit leader training
   K. Home-school-community relations
   L. Instructional Programing Model
   M. Individually Guided Motivation
   N. Implementation strategies for middle-secondary schools
   O. Problem analysis techniques
   P. Assessment techniques
   Q. Evaluation techniques
   R. Management systems in other curricular areas
   S. Learning modes
   T. Advisor-advisee program

3. State IGE coordinating councils could advantageously have 348 teacher educators prepared in:
   A. Designing undergraduate IGE courses (identified 7 times)
   B. Designing graduate IGE courses (identified 5 times)
   C. Using the UW/IGE Teacher Education materials (identified 4 times)
   D. The overall concepts of IGE (identified 3 times)
   E. Supervising IGE interns and student teachers
   F. Developing curriculum for university courses
   G. The philosophy and research regarding IGE
   H. Designing field-based courses for IGE
   I. Becoming involved in state networks
   J. Identifying funding sources
   K. The instructional programing model
   L. Conducting principal-unit leader workshops
   M. Conducting refinement activities

4. State IGE coordinating councils could advantageously have 344 SICC/RICC local school staff development coordinators prepared in:
   A. The Wisconsin Design for Reading Skill Development (identified 11 times)
   B. The Prereading Skills Program (identified 7 times)
   C. The Developing Mathematical Processes (identified 9 times)
   D. Individually Guided Motivation (identified 10 times)
   E. R & D staff development materials (identified 9 times)
   F. The results of research on IGE (identified twice)

G. Evaluating IGE (identified 3 times)
H. The IGE middle and secondary models (identified 3 times)
I. Developing resource banks
J. Developing central administration information systems
K. Classroom assessment techniques
L. Classroom curriculum management systems
M. Roles and responsibilities for special teachers
N. Using different change strategies
O. Using group processing techniques (identified twice)

SUMMARY

Leadership workshops have been conducted by the R & D Center in cooperation with the UW/IGE Teacher Education Project for the purpose of helping state IGE networks develop the requisite human resources for implementing IGE. During the eighteen months from July 1974 through December 1975, 15 such workshops were conducted. Three were conducted for preparing IGE implementors, three for IGE teacher educators, three for IGM implementors, and five for WDRSD implementors and teacher educators. One planning workshop was conducted for SICC representatives.

Evaluation of the workshops both during and subsequent to the workshops indicated that the purposes and objectives of the workshops were, to a large degree, achieved. Participants at the workshops evidenced mastery of the content in relation to IGE, IGM, and WDRSD. They also learned the required implementation activities. Follow-up evaluation showed that many of the participants were directly involved in some phase of implementation. As a group, teacher educators were the most heavily involved in a variety of implementation activities when compared to representatives from state and intermediate education agencies and local schools.

The R & D Center's role in these leadership development efforts has been to design and conduct the series of workshops. This effort has provided an opportunity for individuals to become informed about the concepts and practices of IGE and other Center products as well as the implementation requirements. To increase the effectiveness of the contribution which workshop participants can make to state IGE networks, additional guided experiences need to be made available to these resource persons. Providing such experiences is most appropriately the role of the individual state IGE network. Particular emphasis should be given to increasing the contributions of teacher educators.

An important finding arising out of two and one-half years of experience in preparing persons for implementation leadership roles is that teacher educators appear to be a valuable resource for improving educational practices through IGE. Their situational circumstances, intellectual understandings, and role as teacher educators enhance the contribution they can make to state IGE network activities. Research has indicated that they are in favorable circumstances for providing the right amount of interaction with school personnel. Not only would schools benefit from the talent and energies of teacher educators, but also teacher education courses, workshops, and programs can benefit greatly from the experiences of teachers,

unit leaders, and school administrators. Establishing strong RICCs will provide the organizational means for coordinating the activities and programs of schools and districts with those of teacher education institutions.

VI

CONCLUDING REMARKS

BY JAMES E. WALTER

In July 1974 the National Institute of Education awarded funds to the Wisconsin Research and Development Center for Cognitive Learning for an eighteen month period ending December 1975. This report culminates the efforts conducted under that funding.

The funding was awarded to continue and expand the national implementation of IGE that had been started in 1971 with funding from the United States Office of Education and further augmented with funds from The Sears-Roebuck Foundation through the UW/IGE Teacher Education Project. The scope of work called for starting additional state IGE networks, providing technical assistance to all state IGE networks, establishing four regional IGE institutes, and conducting leadership workshops.

The scope of work was completed as specified. Nine additional state IGE networks were started and technical assistance was provided to all of the state IGE networks. Four regional IGE institutes were initiated; one each in the northeast, the southeast, the midwest, and the far west which included the rocky mountain states. To help build the capacities in the state IGE networks and IGE institutes, 15 leadership workshops were conducted. Three were for teacher educators, three for IGE implementors, three for implementors of Individually Guided Motivation, and five for teacher educators and implementors of the Wisconsin Design for Reading Skill Development. In addition, the R & D Center made a special, but necessarily limited, effort to identify and test strategies for implementing IGE in urban/inner-city school districts. The preceding chapters in this report have presented an assessment of these efforts.

As indicated earlier, these efforts were a continuation of activities carried out since 1971. In the five year period from 1971 through 1975, IGE has been implemented in approximately 3,000 schools in 37 states. In 23 of these states, state IGE networks have been started and are continuing to become established. Thus, both local and state level facilitative environments are emerging. At the national level, four regional IGE institutes have been started and a national professional association (the Association for Individually Guided Education) has been organized. Also at the national level, the Wisconsin R & D Center and the UW/IGE Teacher Education Project provide the research and development and implementation leadership for IGE. One consequence of this effort is that the basic organizational elements and relationships have been created to support work on IGE as an alternative self-renewing form of schooling.

In this chapter, the status of some of these elements is presented. Emphasis is given to the state IGE networks, the IGE institutes, urban IGE implementation, and the results of the leadership development activities. The chapter then deals with some aspects of the relationship of research and development utilization to improving educational practices. In closing, the discussion focuses on some tasks that remain to be done with regard to more firmly establishing the facilitative environments of IGE.

STATUS AND NEEDS

The major efforts in building the extraorganizational facilitative environment of IGE schools has focused on state IGE networks, IGE institutes, and leadership development. In this section, the status and needs of each of these as of early 1976 are summarized.

State IGE Networks

The major characteristic of a state IGE network is that relationships between agencies are enhanced. Effecting such relationships requires skills and understandings that few persons have. Thus, it is to be expected that network development would require time, creative energies, and financial and intellectual resources. It is also expected that some efforts will fail; but participants can still learn from these efforts how better to proceed. In the context of these considerations, the present status of the state IGE networks represents considerable success.

In all 23 states SICCs have been formed with representation from all the kinds of educational agencies in the states. The SICCs meet regularly to review and evaluate completed activities, plan new efforts, and assign tasks. Such activities reflect that SICCs are identifying problems and needs, assigning priorities, and with available resources making efforts to resolve problems and meet needs. Through visits and communications, the R & D Center implementation staff have observed that the focus of the SICCs is generally on strengthening existing IGE schools, attempting to develop additional agency relationships and defining roles, considering ways of improving and strengthening the state IGE networks, and conducting needs assessments to provide a data base for planning activities. Another indication of the growth and maturing of state IGE networks is that, increasingly, networks are planning and conducting statewide IGE conferences.

The networks are, however, still developing. Their activities have not yet resulted in IGE becoming established in the educational fabric of the states. Some of the major developmental tasks ahead for the SICCs are related to involving a greater number of persons. There needs to be a greater involvement of both persons presently involved in IGE and of persons not now involved. Increasing such involvement will contribute to resolving a serious need for greater human and financial resources.

One way to secure such involvement is the development of RICCs. In this way more of the persons presently involved in IGE will be given a structure for making important contributions. It also provides a means

for helping additional schools make the changeover to IGE and attracting teacher education institutions. In some states there has been a net decrease in the number of IGE schools. Such a condition appears to be due to lack of support. Establishing RICCs could provide the means by which support could be readily available and given.

There is also a need to move from a situation wherein individuals are contributing time and effort on a volunteer basis to where their efforts are recognized officially and properly rewarded by employing agencies. For this to happen requires that efforts be made to help the different agencies see that such activity is in keeping with the mission and purposes of the agencies and contributes to improving educational practices at all levels.

It is also important for the state IGE networks to develop access to and involvement of influential educational leaders in the state. Key superintendents, deans and department chairpersons in teacher education institutions, and state education agency officials are some of the more important persons that need to be informed about and given some involvement in the activities in a state IGE network.

For these tasks, the majority of the state IGE networks are going to need assistance. Most of the persons presently involved in the SICCs have not had experiences in assuming such tasks and are, therefore, uncertain about how to proceed. Two kinds of assistance have been demonstrated to be helpful in these kinds of activities. One is an opportunity to learn from others in comparable situations where strategies and techniques have been successful. To facilitate this kind of assistance one or two annual workshops involving representatives from the SICCs have been and should continue to be conducted. The other kind of assistance is onsite visitation by R & D Center staff, augmented from time to time by consultant help from other states.

IGE Institutes

The four IGE institutes were established to help the R & D Center provide a variety of supporting activities to IGE schools, state IGE networks, and agencies in states without IGE networks. They were established also to provide a relatively neutral means for linking products and processes from other r & d agencies with IGE schools and networks, as well as with other persons and agencies.

The IGE institutes were located in teacher education institutions because such agencies appeared to provide the time, personnel, and intellectual resources needed to carry out the role envisioned for IGE institutes. Developing the IGE institutes required establishing them organizationally within the host agency; building capacity among personnel with regard to IGE, state IGE networks, and other products; and establishing relationships between the institutes and persons and agencies within the geographic regions.

The most recent of the elements in the extraorganizational environment, the IGE institutes were not started until early 1975 and a relatively small amount of money was made available to help the IGE institutes develop. During the 1975 calendar year some progress was made with regard to

organizational arrangements, capacity building, and establishing relationships. Continuing to focus on these three basic areas was the most pressing need in 1976 for the IGE institutes.

In the absence of continuing external funding, the future of the IGE institutes was, in early 1976, a major concern. The primary problem is that if IGE institutes are to engage in activities not normally part of a teacher education institution's mission (particularly in light of the multi-state responsibilities envisioned for IGE institutes), funds other than those available from state support and tuition are required both for development of institute capacity and for carrying out activities and programs. It appears that direct grants or contracts are required in the developmental stages. Once established, continuing support will have to come from income producing activities such as service contracts, self-amortizing workshops, and similar efforts. The IGE institutes may continue; but, if they do, it will be at a severely reduced level of activity since in 1976 there were no resources to carry them through the crucial formative stages.

Urban Implementation of IGE

An analysis of the extent of IGE implementation in urban/inner-city schools revealed that the rate of implementation in such settings has not been as great as in non-urban situations, although some of the best IGE schools in the nation are in inner-city districts. Thus, during the 1975 calendar year, efforts were expended to determine what strategies and facilitative environments might be appropriate in urban/inner-city school districts. The results of these efforts were reported in early 1976 in Working Paper 153 (Walter & Gardner, 1976). The conceptualizations in that Working Paper were summarized earlier in this report. The strategies and extraorganizational arrangements suggested were based on previous activities in such cities as Los Angeles, Chicago, and Toledo, Ohio as well as some pilot efforts in Washington, D.C. and New York City.

As of early 1976, there had been no extensive experience in applying the strategies and organizing urban IGE centers. It appeared that in states with IGE networks acquainted with the strategies and the urban IGE center model, the existing human resources could possibly provide the assistance needed for implementing IGE in urban/inner-city schools. An alternate approach is for interested urban educators to contract with the R & D Center for the requisite assistance, an approach which worked successfully in Chicago in 1971-72. In urban/inner-city districts with IGE schools, the major need is to establish the urban IGE center.

Leadership Workshops

In two and one-half years of conducting leadership workshops, the R & D Center has provided opportunities for 400 individuals from teacher education institutions, state and intermediate education agencies, and local school districts to become acquainted with the concepts and practices of IGE and strategies for its implementation. As a group, the teacher

educators are the most involved in IGE implementation subsequent to attending workshops. Evidence was gathered that a sizeable majority of workshop participants mastered the objectives of the workshops.

While some of the state IGE network coordinators reported a need for additional persons to attend such workshops, the most pressing need is opportunities for experienced persons to acquire new skills to improve their competencies. Some of this kind of upgrading could, of course, be provided by the SICCs. Another need in many of the states is involving to a greater extent those who have attended the workshops. Finally, emphasis should be given by the state IGE networks on providing opportunities for more teacher educators to become thoroughly acquainted with the UW/IGE teacher education materials.

R & D UTILIZATION AND IMPROVING EDUCATIONAL PRACTICES

Research and development is an important component in the efforts to improve educational practices. However, for the outcomes of research and development to have their intended benefits, the means for transmitting them from the producers to the intended users must be developed and maintained. The experiences of the R & D Center indicate that an environment must be created and maintained in order to ensure that once adopted, the outcomes of research and development will continue to be used successfully. Experiences also indicate that such an environment must be based on relationships between educational agencies, and a coordinating structure which permits agencies to make important decisions on the basis of information from other agencies and groups. The facilitative environment is not limited to the functioning of individuals serving as change or linking agents. Thus, the R & D Center has invested resources in developing the facilitative environments of IGE.

Experiences associated with implementing IGE in schools have clearly indicated that the primary need of schools is intellectual resources. Research conducted by Paul (1974) and Goodridge (1976) lend support to this assumption. Intellectual resources mean the skills and insights that teachers and administrators have developed in their implementation efforts, the conceptualizations of teacher educators that have emerged in their interactions with school personnel, and the perspectives provided by representatives from state and intermediate education agencies. In an appropriately organized facilitative environment, such resources are readily available and can be brought to bear on the problems educators encounter in their daily activities. Such problem solving capabilities are essential to the continued successful utilization of r & d outcomes as adopters encounter unanticipated problems and unintended consequences. It is to be expected that the adoption of some innovation, if it really is in some sense an improvement in former practices, will have implications for other parts of the system in which it is implemented.

The Center's approach in establishing such an environment is predicated on the assumption that the quality and quantity of relationships between agencies with legally established responsibilities for major educational functions must be enhanced. These are the agencies empowered to take action,

that have the human and material resources, and are organized to perform educational functions. These are also the agencies that can influence regulations, policies, and legislation. They have a financial base and can influence the allocation of funds. A properly designed and organized facilitative environment takes advantage of the differences in missions, the way resources are allocated, and the capabilities of the participating agencies; establishing clear role definitions is important in building on the complementarity of these agencies.

The involvement of teacher education institutions appears to be crucial to the success of the environment. Their proximity to schools, flexibility in utilizing resources, experience in preparing adults for professional roles, and their intellectual resources are reasons why their involvement is important. Moreover, their greater involvement in educational improvement efforts through IGE has been demonstrated to positively affect their programmatic offerings and activities.

Developing such an environment seems to require two major components. One is leadership capable of initiating structure and the other is the utilization of a variety of incentives. Good leaders, of course, use incentives to initiate structure.

Leadership must be exercised in three primary efforts. It is important to actively disseminate information about purposes and activities. Print materials, workshops, presentations at conferences, and one-to-one meetings are a few of the many ways of disseminating information to increase awareness and interest. The energies of persons already involved in the effort must be harnessed and applied to providing assistance and solving problems. Initiating new or improved role relationships among and between key agencies is the third major effort that leaders must engage in.

A number of incentives must be utilized in building a facilitative environment. One incentive, of course, is financial and is the most powerful one for establishing the environment in a relatively short period of time. Additional funds awarded for specific purposes permit agencies to become involved quickly without reallocating scarce resources for a new venture. Another incentive is an appeal to altruistic motives. Providing services to schools to help them improve their educational practices is an example. A third incentive is providing an opportunity for the agency to improve its own programs and activities. Assurance of support and technical assistance is another incentive. A fifth incentive that seems to be attractive is the opportunity to exchange information with others involved in the same kind of activity. Finally, for some agencies, constituency expectations is also an incentive.

As might be expected, some incentives work better with some individuals and agencies than others. It is, however, important that efforts to secure participation and involvement be cast in terms of the agencies' mission, functions, and the role expectations of the individuals.

It is probably best if development of the facilitative environment proceeds on a number of fronts simultaneously. While efforts are being conducted to build organizational and structural relationships, efforts must also be made to build a constituency. At the same time information dissemination must continue and leadership development activities must be implemented. Clearly, the development of an appropriate facilitative

environment is a long term process; it requires experimentation with a variety of strategies and techniques.

SUMMARY

Through the efforts of the R & D Center, several state education agencies, numerous teacher education institutions, hundreds of school districts, and thousands of educators since 1971, the facilitative environment of IGE has been started. Nationally, there are the R & D Center and the UW/IGE Teacher Education Project, four IGE institutes, and a national professional association, AIGE. In 23 states, IGE networks have been or are being started, and the facilitative environment of the multiunit organization is being implemented in some 3,000 schools.

In 1976 the initial developmental effort with regard to the extra-organizational environments for IGE schools had been completed. A major need to conduct more extensive research on the facilitative environments became apparent. Such research is important for guiding the further development of the arrangements in place, particularly with regard to refining the implementation of IGE and to improving the capabilities for renewal.

Developmentally, several immediate tasks need to be undertaken. The IGE institutes need to develop the capabilities required for the role envisioned for them. Such development cannot be accomplished without the opportunity and resources for the institute personnel to work together with the state IGE networks and the R & D Center. Involvement and commitment need to be secured among key educational leaders from the educational agencies and groups. Given the important role that teacher educators can play in the state IGE networks, more teacher education institutions should become involved. Organizationally, more RICCs need to be formed and given assistance in developing capacities for implementing IGE. Since, for many of the leaders in the state IGE networks, such efforts are new experiences, opportunities and resources are required for assistance, intervention, and leadership development. Finally, a concerted effort needs to be made with regard to making IGE available to urban/inner-city schools.

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APPENDIX A

PROTOTYPE STATE IGE NETWORK SUBCONTRACT

PROTOTYPE STATE IGE NETWORK SUBCONTRACT*

SUBCONTRACT #_____

Between

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

and

_____

Under

PRIME CONTRACT NE-C-00-3-0065

This SUBCONTRACT is entered into as of this ____ day of _____, 1974 by and between the BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM (a Wisconsin corporation), hereafter called UNIVERSITY, and _____ _____ as an implementation agency, hereafter called AGENCY.

WITNESSETH

WHEREAS, UNIVERSITY, in behalf of the WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING, hereafter called CENTER, has received financial support from the National Institute of Education through Prime Contract NE-C-00-3-0065 to implement nationally Individually Guided Education, hereafter called IGE, by the establishment and maintenance of state IGE networks and regional IGE centers and by conducting leadership workshops, and

WHEREAS, UNIVERSITY wishes to engage the AGENCY to establish and maintain a state IGE network to implement, maintain, and refine IGE in schools.

NOW, THEREFORE, the parties agree as follows:

I. The effective period of this subcontract will be from the date it is fully executed until June 30, 1975, unless otherwise provided for by modification to this subcontract.

II. The CENTER agrees to:

*Subject to approval by the National Institute of Education and the State of Wisconsin

A. Provide financial assistance in the amount of _____ _____ dollars ($3,750) to AGENCY for the period of this subcontract for the purpose of establishing and/or maintaining a state IGE network to implement, maintain, and refine IGE in schools.

1. an initial payment of _____ to the AGENCY will be due on _____, 1974, upon receipt by the CENTER of an invoice and the documents specified in III.J.1.,
2. an interim payment of _____ dollars ($) to the AGENCY will be due on February 1, 1975, upon receipt by the CENTER of an invoice and an interim report as specified in III.J.2., and
3. a final payment of _____ dollars ($) to the AGENCY will be due on June 30, 1975, upon receipt by the CENTER of an invoice and a final report as specified in III.J.3.

B. Provide training opportunities in the form of leadership workshops for representatives of the state IGE network. In this regard, the CENTER, in cooperation with the UW/SRF IGE Teacher Education Project, proposes to conduct a series of leadership workshops between July 1, 1974 and December 31, 1975 as follows:

1. three for Multiunit School-Elementary (MUS-E) implementors
2. three for Individually Guided Education (IGE) teacher educators
3. three for Individually Guided Motivation (IGM) implementors
4. five for Wisconsin Design for Reading Skill Development (WDRSD) implementors

C. Allocate participation by representatives of the state IGE network for each of the above mentioned series of leadership workshops as follows:

1. three positions for MUS-E workshops
2. three positions for IGE teacher educator workshops
3. three positions for IGM workshops
4. two positions for WDRSD workshops

The CENTER will provide a stipend of $100 per position for workshops 1, 3, and 4 (above) to help defray the expenses for persons attending the workshops. It is understood by the parties that stipends to help defray the expenses for persons attending workshop 2 above will be provided by the UW/SRF IGE Teacher Education Project.

D. Host a one-day meeting in the fall of 1974 for three representatives of the State IGE Coordinating Council (SICC) in Madison and support the travel, lodging, and meal expenses for one representative from the SICC. The purpose of such meeting is to confer with CENTER staff and others relative to the progress in organization and programs of the state IGE network.

E. Conduct, in cooperation with the UW/SRF IGE Teacher Education Project, a three-day spring 1975 workshop for at least three representatives from each SICC; such workshop will be for all state IGE network SICCs and focus on such matters as continued planning, exchange of ideas and experiences, and identification of problems and possible resolutions. The CENTER will provide a $100 stipend per attendee to help defray the expenses of travel, lodging, and meals for each of three representatives from each SICC.

F. Provide two days of consulting to the state IGE network. Such consultation may be utilized for assistance in running awareness conferences, principal-unit leader workshops, maintenance-refinement workshops, and consultation with the SICC, Regional IGE Coordinating Councils (RICCs), teacher education groups, and/or planning task forces.

G. Conduct two on-site visits to meetings of the SICC by a member of the CENTER staff.

H. Establish four regional IGE centers, in teacher education institutions located in various parts of the country. Such regional IGE centers will provide assistance (at cost) to state IGE networks through such means as conducting leadership workshops and consulting services. Each regional IGE center will have an advisory board comprised, in part, of representatives from each of the SICCs in the respective regions.

I. Annually publish a national state IGE network directory and a directory of IGE schools.

J. Maintain a cooperative relationship with the University of Wisconsin Sears-Roebuck Foundation IGE Teacher Education Project in working with the state IGE network.

III. The AGENCY agrees to:

A. Form and identify members of a state IGE network that will include the following participating member groups:

1. the state education agency
2. one or more teacher education institutions
3. one or more intermediate education agencies, if appropriate
4. one or more local education agencies

B. Invite and encourage participation in the state IGE network by other organizations, such as:

1. state teacher organizations
2. state elementary school principals association
3. state parent-teacher organization
4. other state groups with a direct interest in elementary education

C. Organize Regional IGE Coordinating Councils (RICCs) and a State IGE Coordinating Council (SICC) as outlined in A Manual for Starting and Maintaining State IGE Networks.

D. Identify to the CENTER by November 15, 1974 the SICC chairperson, RICC chairperson, an SICC executive secretary or similar role who will serve as state IGE coordinator, the coordinators for each RICC, local education agency IGE coordinator, and a current list of IGE schools in the state IGE network.

E. Ensure that the state IGE network will apply for membership in the State IGE Network Division of the national Association for Individually Guided Education (AIGE).

F. Ensure that participating member groups will meet and define the roles and responsibilities of each group in the operation of the state IGE network to provide the complete compliance with the CENTER's IGE implementation model as outlined in A Mannual for Starting and Maintaining State IGE Networks.

G. Ensure that each participating member group in the state IGE network will accomplish one or more of the following activities, so that all of the following efforts are accomplished by the state IGE network during the period of this subcontract:

1. carry out the requisite activities to assist at least _____ schools in making the changeover to IGE
2. plan and carry out appropriate inservice activities to help all _____ existing IGE schools maintain and refine the implementation of IGE
3. provide assistance to at least one teacher education institution in planning a preservice (undergraduate) teacher education program including IGE concepts and practices
4. provide assistance to at least one teacher education institution in planning a graduate program for unit leaders and staff teachers for IGE schools
5. provide assistance to at least one teacher education institution in planning a graduate program to prepare elementary principals and other school administrators for IGE schools

H. Provide continuing effort to increase the number of participating member groups in the state IGE network.

I. Utilize the financial assistance provided by the CENTER for state IGE network purposes only and limited to expenses (other than salaries) such as travel, communications, supplies, services, honoraria, and conferences.

J. Furnish the CENTER the following documents and reports:

1. Prior to September ____, 1974,

a. a line item budget (see Appendix A) to support the $7,500 specified in II.A.
b. a planning document covering the period of the subcontract. The plan should include, but not be limited to:

1) projections as to the numbers of each type of participating agency to be included in the state IGE network and the roles and responsibilities of each
2) identification of the prospective member agencies and their representatives
3) identification of agencies which will carry out the activities identified in III.G.1-5
4) timelines when the activities in III.G.1-5 will be carried out
5) projected estimates of the dollar value contributions of member agencies to the activities specified above

2. Prior to February 1, 1975,

a. an interim progress report related to the activities specified in the initial planning document specified in III.J.1.

3. Prior to June 30, 1975,

a. a final report which summarizes all activities specified in section III of this subcontract that were accomplished during the year and including a cost benefits analysis based upon the funds provided by the CENTER and the dollar value contributions of participating agencies and individuals. This report should also include plans for subsequent years and recommended changes in organizing and operating the state IGE network.

K. Send the number of persons specified in II.C. to the leadership workshops specified in II.B. above.

L. Send at least three representatives from the SICC to the fall meetings in Madison, Wisconsin as specified in II.D. above. The respresentatives shall be from the state education agency, a teacher education institution, and a local education agency.

M. Send at least three representatives to the spring workshop specified in II.E. above.

N. Participate on the appropriate regional IGE center's advisory board.

IV. In the event the AGENCY elects to designate another educational organization as the agent to coordinate and be responsible for the fiscal responsibilities associated with this subcontract and the state IGE network, indicate below the name and address of the institution so designated, as well as the name of the responsible individual:

_____
Responsible Person

_____
Agency

_____
Street

_____
City/State/Zip

V. The following Special Provisions attached (Appendix B) of the Prime Contract are hereby incorporated into this subcontract:

A. Article VIII - Income
B. Article IX - Federal Reports Act
C. Article XI - Warranty Against Dual Compensation
D. Article XII - Services of Consultants

VI. The following clauses of the Prime Contract General Provisions, HEW form 315 Rev. 12/72, are attached (Appendix C) and are hereby incorporated into this subcontract:

A. Clause No. 7 - Examination of Records
B. Clause No. 14 - Termination
C. Clause No. 15 - Rights in Data
D. Clause No. 20 - Patent Rights
E. Clause No. 30 - Contract Work Hours Standard-Overtime Compensation
F. Clause No. 32 - Equal Opportunity

Any reference in the Special or General Provisions to the word Contractor or Grantee for purposes of this subcontract shall mean AGENCY and reference to the words Government, Contracting Officer or his duly authorized representative and Grants Office shall be deemed to mean the UNIVERSITY.

This subcontract shall become effective and shall be binding upon the parties hereto, their successors and assigns upon due execution by both parties.

Agreed to:

Board of Regents of the
University of Wisconsin System

Robert W. Erickson, Director
Research Administration-Financial

Date

Ralph Farnsworth
Director, Purchasing

Date

Richard A. Rossmiller, Director
Wisconsin Research and Development
Center for Cognitive Learning

Date

Agreed to:

AGENCY

Name

Title

Date

(Appendix A)

BUDGET SHEET

Travel of network officers, respresentatives, and consultants

Transportation $_____

Meals and Lodging $_____

Communications

Telephone $_____

Postage $_____

Printing and Reproduction

Printing $_____

Copying $_____

Supplies and Materials

Conference Expenses

Conference room rental $_____

Food (coffee, rolls, etc.) $_____

Secretarial Assistance

Honoraria for Consultants* $_____

Contingency (not more than 5% of total) $_____

_____

TOTAL $_____

*The R & D Center pays $100 per day plus expenses to its consultants.

EXPENDITURE REPORT

	Budgeted	Expended	Balance
Travel of network officers, representatives, and consultants			
Transportation	$_____	$_____	$_____
Meals and Lodging	$_____	$_____	$_____
Communications			
Telephone	$_____	$_____	$_____
Postage	$_____	$_____	$_____
Printing and Reproduction			
Printing	$_____	$_____	$_____
Copying	$_____	$_____	$_____
Supplies and Materials	$_____	$_____	$_____
Conference Expenses			
Conference room rental	$_____	$_____	$_____
Food (coffee, rolls, etc.)	$_____	$_____	$_____
Secretarial Assistance	$_____	$_____	$_____
Honoraria for Consultants*	$_____	$_____	$_____
Contingency (not more than 5% of total)	$_____	$_____	$_____
TOTALS	$_____	$_____	$_____

*The R & D Center pays $100 per day plus expenses to its consultants.

Article VIII - Income

The disposition of royalties and profits from publications, films or other materials produced under this contract shall be consistent with the NIE Copyright Guidelines.

The Contractor shall credit any other contract-related income to the contract under which it was produced and may use that income for related education, research, development, and training purposes consistent with the purposes of the original contract.

Article IX - Federal Reports Act

The Contractor is not required to collect identical information from ten or more members of the public in order to fulfill the terms of this contract. If the contractor chooses to collect information from members of the public at his own initiative and discretion, he may do so, providing he does not represent to potential respondents that the collection of such information is being made on behalf of, in association with, or is sponsored by the National Institute of Education or any other agency of the Federal Government.

In the event that any collection of information from ten or more members of the public becomes necessary in order to fulfill the terms of this contract, such collection is subject to clearance under the Federal Reports Act (44 USC 35011-11) and OMB Circular A-40, as amended.

If the contractor represents that any data collection made at his own initiative and direction is being made on the behalf of or in association with or is sponsored by any Federal agency, such collection of information becomes subject to the provisions of the Federal Reports Act and OMB Circular A-40, as amended.

If the collection of information under this contract becomes subject to clearance under the Federal Reports Act and OMB Circular A-40, as amended, the Contractor shall obtain the required OMB clearance through the Project Officer before expending any funds for the collection of data. The authority to expend funds and proceed with the collection of data from public respondents shall be in writing and signed by the Contracting Officer.

Article XI - Warranty Against Dual Compensation

The Contractor warrants that no part of the total contract amount provided here shall be paid directly or indirectly to any officer or employee of the Department of Health, Education and Welfare as wages, compensation, or gifts for acting as officer, employees, subcontractor, or consultant to the contractor in connection with any work contemplated or performed under or in connection with the contract.

Article XII - Services of Consultants

The prior written approval of the Contracting Officer shall be required for the utilization of the services of any consultants under this contract exceeding the daily rate of $150.00, exclusive of travel costs, or where the services of any consultant under this contract will exceed 20 days in any calendar year.

(Appendix C)

UNITED STATES
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

GENERAL PROVISIONS
FOR
NEGOTIATED COST-REIMBURSEMENT
TYPE CONTRACT WITH
EDUCATIONAL INSTITUTIONS

HEW-315 (Rev. 12/72)

Clause No. 7--EXAMINATION OF RECORDS

(a) This clause is applicable if the amount of this contract exceeds $2,500 and was entered into by means of negotiation including small business restricted advertising, but is not applicable if this contract was entered into by means of formal advertising.

(b) The Contractor agrees that the Comptroller General of the United States and the Secretary, or any of their duly authorized representatives, shall until expiration of 3 years after final payment under this contract or of the time period for the particular records in Part 1-20 of the Federal Procurement Regulations (41 CFR Part 1-20) whichever expires earlier, have access to and the right to examine any directly pertinent books, documents, papers, and records of the Contractor involving transactions related to this contract.

(c) The Contractor further agrees to include in all his subcontracts hereunder a provision to the effect that the subcontractor agrees that the Comptroller General of the United States, or his duly authorized representatives shall, until expiration of 3 years after final payment under the subcontract, or of the time periods for the particular records specified in Part 1-20 of the Federal Procurement Regulations (41 CFR Part 1-20) whichever expires earlier, have access to and the right to examine any directly pertinent books, documents, papers, and records of such subcontractor, involving transactions releted to the subcontract. The term "subcontract" as used in this clause excludes (1) purchase orders not exceeding $2,500 and (2) subcontracts or purchase orders for public utility services at rates established or uniform applicability to the general public.

(d) The periods of access and examination described in (b) and (c) above, for records which relate to (1) appeals under the "Disputes" clause of this contract, (2) litigation of the settlement of claims arising out of the performance of this contract, or (3) costs and expenses of this contract as to which exception has been taken by the Comptroller General or any of his duly authorized representatives, shall continue until such appeals, litigations, claims, or exceptions have been disposed of.

Clause No. 14 – TERMINATION FOR CONVENIENCE OF THE GOVERNMENT

(a) The performance of work under this contract may be terminated, in whole or from time to time in part, by the Government whenever for any reason the Contracting Officer shall determine that such termination is in the best interest of the Government. Termination of work hereunder shall be effected by delivery to the Contractor of a Notice of Termination specifying the extent to which performance of work under the contract is terminated and the date upon which such termination becomes effective.

(b) After receipt of the Notice of Termination the Contractor shall cancel his outstanding commitments hereunder covering the procurement of materials, supplies, equipment, and miscellaneous items. In addition, the Contractor shall exercise all reasonable diligence to accomplish the cancellation or diversion of his outstanding commitments covering personal services and extending beyond the date of such termination to the extent that they relate to the performance of any work terminated by the notice. With respect to such canceled commitments the Contractor agrees to (1) settle all outstanding liabilities and all claims arising out of such cancellation of commitments, with the approval or ratification of the Contracting Officer, to the extent he may require, which approval or ratification shall be final for all purposes of this clause, and (2) assign to the Government, in the manner, at the time, and to the extent directed by the Contracting Officer, all of the right, title and interest of the Contractor under the orders and subcontracts so terminated, in which case the Government shall have the right, in its discretion, to settle or pay any or all claims arising out of the termination of such orders and subcontracts.

(c) The Contractor shall submit his termination claim to the Contracting Officer promptly after receipt of a Notice of Termination, but in no event later than one year from the effective date thereof, unless one or more extensions in writing are granted by the Contracting Officer upon written request of the Contractor within such one-year period or authorized extension thereof. Upon failure of the Contractor to submit his termination claim within the time allowed, the Contracting Officer may, subject to any review required by the contracting agency's procedures in effect as of the date of execution of this contract, determine, on the basis of information available to him, the amount, if any, due to the Contractor by reason of the termination and shall thereupon pay to the Contractor the amount so determined.

(d) Any determination of costs under paragraph (c) shall be governed by the contract cost principles and procedures in Subpart 1-15.3 of the Federal Procurement Regulations (41 CFR 1-15.3) in effect on the date of this contract.

(e) Subject to the provisions of paragraph (c) above, and subject to any review required by the contracting agency's procedures in effect as of the date of execution of this contract, the Contractor and the Contracting Officer may agree upon the whole or any part of the amount or amounts to be paid to the Contractor by reason of the termination under this clause, which amount or amounts may include any reasonable cancellation charges thereby incurred by the Contractor and any reasonable loss upon outstanding commitments for personal services which he is unable to cancel: *Provided, however*, That in connection with any outstanding commitments for personal services which the Contractor is unable to cancel, the Contractor shall have exercised reasonable diligence to divert such commitments to his other activities and operations. Any such agreement shall be embodied in an amendment to this contract and the Contractor shall be paid the agreed amount.

(f) The Government may from time to time, under such terms and conditions as it may prescribe, make partial payments against costs incurred by the Contractor in connection with the terminated portion of this contract, whenever, in the opinion of the Contracting Officer, the aggregate of such payments is within the amount to which the Contractor will be entitled hereunder. If the total of such payments is in excess of the

Clause No. 14 (Cont'd)

amount finally agreed or determined to be due under this clause, such excess shall be payable by the Contractor to the Government upon demand: *Provided*, That if such excess is not so paid upon demand, interest thereon shall be payable by the Contractor to the Government at the rate of 6 percent per annum, beginning 30 days from the date of such demand.

(g) The Contractor agrees to transfer title to the Government and deliver in the manner, at the times, and to the extent, if any, directed by the Contracting Officer, such information and items which, if the contract had been completed, would have been required to be furnished to the Government, including:

(1) Completed or partially completed plans, drawings, and information; and

(2) Materials or equipment produced or in process or acquired in connection with the performance of the work terminated by the notice.

Other than the above, any termination inventory resulting from the termination of the contract may, with the written approval of the Contracting Officer, be sold or acquired by the Contractor under the conditions prescribed by and at a price or prices approved by the Contracting Officer. The proceeds of any such disposition shall be applied in reduction of any payments to be made by the Government to the Contractor under this contract or shall otherwise be credited to the price or cost of work covered by this contract or paid in such other manner as the Contracting Officer may direct. Pending final disposition of property arising from the termination, the Contractor agrees to take such action as may be necessary, or as the Contracting Officer may direct, for the protection and preservation of the property related to this contract which is in the possession of the Contractor and in which the Government has or may acquire an interest.

(h) Any disputes as to questions of fact which may arise hereunder shall be subject to the "Disputes" clause of this contract.

Clause No. 15 - RIGHTS IN DATA

(a) *Subject data*. As used in this clause, the term "Subject Data" means writings, sound recordings, pictorial reproductions, drawings, designs or other graphic representations, procedural manuals, forms, diagrams, workflow charts, equipment descriptions, data files and data processing or computer programs, and works of any similar nature (whether or not copyrighted or copyrightable) which are specified to be delivered under this contract. The term does not include financial reports, cost analyses, and similar information incidental to contract administration.

(b) *Government rights*. Subject only to the proviso of (c) below, the Government may use, duplicate or disclose in any manner and for any purpose whatsoever, and have or permit others to do so, all Subject Data delivered under this contract.

(c) *License to copyrighted data*. In addition to the Government rights as provided in (b) above, with respect to any subject data which may be copyrighted the Contractor agrees to and does hereby grant to the Government a royalty-free, nonexclusive and irrevocable license throughout the world to use, duplicate or dispose of such data in any manner and for any purpose whatsoever, and to have to permit others to do so: *Provided, however*, That such license shall be only to the extent that the Contractor now has or prior to completion or final settlement of this contract may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Clause No. 15 (Cont'd)

(d) *Relation to patents.* Nothing contained in this clause shall imply a license to the Government under any patent or be construed as effecting the scope of any license or other right otherwise granted to the Government under any patent.

(e) *Marking and identification.* The Contractor shall mark all Subject Data with the number of this contract and the name and address of the contractor or subcontractor who generated the data. The Contractor shall not affix any restrictive markings upon any Subject Data, and if such markings are affixed the Government shall have the right at any time to modify, remove, obliterate, or ignore any such markings.

(f) *Subcontractor data.* Whenever any subject data is to be obtained from a subcontractor under this contract, the Contractor shall use this same clause in the subcontract, without alteration, and no other clause shall be used to enlarge or diminish the Government's rights in that subcontractor Subject Data.

(g) *Deferred ordering and delivery of data.* The Government shall have the right to order, at any time during the performance of this contract, or within 2 years from either acceptance of all items (other than data) to be delivered under this contract or termination of this contract, whichever is later, any Subject Data and any data not called for in the schedule of this contract but generated in performance of the contract, and the Contractor shall promptly prepare and deliver such data as is ordered. If the principal investigator is no longer associated with the contractor, the contractor shall exercise its best efforts to prepare and deliver such data as is ordered. The Government's right to use data delivered pursuant to this paragraph (g) shall be the same as the rights in Subject Data as provided in (b) above. The Contractor shall be relieved of the obligation to furnish data pertaining to an item obtained from a subcontractor upon the expiration of 2 years from the date he accepts such items. When data, other than Subject Data, is delivered pursuant to this paragraph (g), payment shall be made, by equitable adjustment or otherwise, for converting the data into the prescribed form, reproducing it or preparing it for delivery.

Clause No. 20 - PATENT RIGHTS

(a) *Definitions.* As used in this clause, the term (1) "Invention" or "Invention or discovery" includes any art, machine, manufacture, design, or composition of matter, or any new and useful improvement thereof, or any variety of plant, which is or may be patentable under the Patent Laws of the United States; and (2) "Made," when used in relation to any invention or discovery, means the conception or first actual or constructive reduction to practice of such invention.

(b) *Disclosure.* Whenever an invention or discovery is made by the Contractor or its employees in the course of or under this contract, the Contractor shall immediately give the Contracting Officer written notice thereof and shall promptly thereafter furnish the Contracting Officer with complete information thereon, including as a minimum (1) a complete written disclosure of each such invention, and (2) information in writing as soon as practicable, concerning the date and identity of any public use, sale, or publication of such invention made by or known to the Contractor.

(c) *Determination of rights.* The Secretary, or his duly authorized representative, shall have the sole and exclusive power to determine whether or not and where a patent application shall be filed and to determine the disposition of all rights in any invention made under this contract, including title to and rights under any patent application or patent which may issue thereon. The Secretary, or his duly authorized

Clause No. 20 (Cont'd)

representative, may, upon the request of the Contractor, determine to exercise his option to waive rights to any such invention in foreign countries. The determination of the Secretary, or his duly authorized representative, on all these matters shall be accepted as final and the provisions of the clause of this contract entitled "Disputes" shall not apply. The Contractor shall use his best efforts to assure that all of its employees who may be the inventors of any such invention will execute all documents and do all things necessary or proper to effectuate the determination of the Secretary, or his duly authorized representative, or to vest in the Government the rights granted to it under this clause and to enable the Government to apply for and prosecute any patent application, in any country, covering such invention where the Government has the right under this clause to file such application.

(d) *Contractor employees and subcontractors.* The Contractor shall:

(1) Obtain patent agreements to effectuate the provisions of this clause from all persons who perform any part of the work under this contract and may be reasonably expected to make inventions.

(2) Insert in each subcontract having experimental, developmental or research work as one of its purposes, a provision making this clause applicable to the subcontractor and its employees.

(e) *Reports.* The Contractor shall furnish the Contracting Officer, in addition to the information called for in paragraph (b) of this clause:

(1) Interim reports on the first anniversary of the contract, where extended or renewed, and every year thereafter listing all inventions made during the period, whether or not previously reported, or certifying that no inventions were made during the applicable period; and

(2) A final report, prior to final settlement of this contract, listing all such inventions made in the course of or under this contract, including all those previously listed in interim reports, or certifying that there are no such unreported inventions.

(f) *Withholding payment for failure to comply.* At any time during the performance of this contract, the Contracting Officer may direct that payment be withheld in the amount of 10 percent of the total amount obligated by the Government with respect to this contract or $10,000, whichever is less, if the Contracting Officer determines that the Contractor has failed to furnish any of the written notices, disclosures, or reports required by paragraphs (b) and (e) above, until such time as the Contractor shall have corrected such failure. The withholding of any amount or subsequent payment thereof to the Contractor or the failure to withhold any amount shall not be construed as a waiver of any rights accruing to the Government under the contract. This paragraph shall not be construed as requiring the Contractor to withhold any amounts from a subcontractor to enforce compliance with the patent provisions of a subcontract.

(g) *Acknowledgement.* With respect to any patent application on any invention made in the course or or under this contract, the Contractor shall incorporate in the first paragraph of the patent specification, and prominently in any patent issued thereon, the following statement:

"The invention described herein was made in the course of or under a contract with the U.S. Department of Health, Education, and Welfare."

Clause No. 30–CONTRACT WORK HOURS STANDARDS ACT–OVERTIME COMPENSATION

This contract, to the extent that it is of a character specified in the Contract Work Hours Standards Act (40 U.S.C. 327-330), is subject to the following provisions and to all other applicable provisions and exceptions of such Act and the regulations of the Secretary of Labor thereunder.

(a) *Overtime requirements.* No Contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any laborer or mechanic in any workweek in which he is employed on such work to work in excess of eight hours in any calendar day or in excess of forty hours in such workweek on work subject to the provisions of the Contract Work Hours Standards Act unless such laborer or mechanic receives compensation at a rate not less than one and one-half times his basic rate of pay for all such hours worked in excess of eight hours in any calendar day or in excess of forty hours in such workweek, whichever is the greater number of overtime hours.

(b) *Violation; liability for unpaid wages; liquidated damages.* In the event of any violation of the provisions of paragraph (a), the Contractor and any subcontractor responsible therefor shall be liable to any affected employee for his unpaid wages. In addition, such Contractor and subcontractor shall be liable to the United States for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic employed in violation of the provisions of paragraph (a) in the sum of $10 for each calendar day on which such employee was required or permitted to be employed on such work in excess of eight hours or in excess of the standard workweek of forty hours without payment of the overtime wages required by paragraph (a).

(c) *Withholding for unpaid wages and liquidated damages.* The Contracting Officer may withhold from the Government Prime Contractor, from any moneys payable on account of work performed by the Contractor or subcontractor, such sums as may administratively be determined to be necessary to satisfy any liabilities of such Contractor or subcontractor for unpaid wages and liquidated damages as provided in the provisions of paragraph (b).

(d) *Subcontracts.* The Contractor shall insert paragraphs (a) through (d) of this clause in all subcontracts, and shall require their inclusion in all subcontracts of any tier.

(e) *Records.* The Contractor shall maintain payroll records containing the information specified in 29 CFR 516.2(a). Such records shall be preserved for three years from the completion of the contract.

Clause No. 32 - EQUAL OPPORTUNITY

(The following clause is applicable unless this contract is exempt under the rules, regulations, and relevant orders of the Secretary of Labor (41 CFR ch. 60).)

During the performance of this contract, the Contractor agrees as follows:

(a) The Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to, the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

Clause No. 32 (Cont'd)

The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Contracting Officer setting forth the provisions of this Equal Opportunity clause.

(b) The Contractor will, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, or national origin.

(c) The Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency Contracting Officer, advising the labor union or workers' representative of the Contractor's commitments under this Equal Opportunity clause, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

(d) The Contractor will comply with all provisions of Executive Order No. 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

(e) The Contractor will furnish all information and reports required by Executive Order No. 11246 of September 24, 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

(f) In the event of the Contractor's noncompliance with the Equal Opportunity clause of this contract or with any of the said rules, regulations, or orders, this contract may be canceled, terminated, or suspended, in whole or in part, and the Contractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order No. 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order No. 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

(g) The Contractor will include the provisions of paragraphs (a) through (g) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order No. 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The Contractor will take such action with respect to any subcontract or purchase order as the contracting agency may direct as a means of enforcing such provisions, including sanctions for noncompliance: *Provided, however*, That in the event the Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the contracting agency, the Contractor may request the United States to enter into such litigation to protect the interests of the United States.

HEW-315 (Rev. 12/72)

APPENDIX B

MEMORANDUM OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING BETWEEN THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING AND AN ESTABLISHED STATE IGE NETWORK

This MEMORANDUM OF UNDERSTANDING is entered into as of this _____ day of _____, 1974 by and between the WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING, hereafter called CENTER, and _____ as an IGE implementation agency, hereafter called AGENCY.

WITNESSETH

WHEREAS, CENTER has received financial support from the United States Government to implement Individually Guided Education, hereafter called IGE, nationally by the establishment of state IGE networks and regional IGE centers and through conducting leadership workshops, and

WHEREAS, CENTER wishes the AGENCY to assume the leadership in maintaining and refining the state IGE network in _____,

NOW, THEREFORE, the parties agree as follows:

I. This MEMORANDUM OF UNDERSTANDING is in force from September 30, 1974 until December 31, 1975

II. The CENTER agrees to:

A. Conduct, in cooperation with the University of Wisconsin Sears-Roebuck Foundation IGE Teacher Education Project, a series of leadership workshops as follows:

1. three for Multiunit School-Elementary (MUS-E) implementors
2. three for Individually Guided Education (IGE) teacher educators
3. three for Individually Guided Motivation (IGM) implementors
4. five for Wisconsin Design for Reading Skill Development (WDRSD) implementors

B. Allocate participation by representatives of the state IGE networks for each of the above mentioned series of leadership workshops as follows:

1. three positions for MUS-E workshops
2. three positions for IGE teacher educator workshops
3. three positions for IGM workshops
4. two positions for WDRSD workshops

The CENTER will provide a stipend of $100 per position for workshops 1, 3, and 4 (above) to help defray the expenses for persons attending the workshops. It is understood by the parties that stipends to help defray the expenses for persons attending workshop 2 above will be provided by the UW/SRF IGE Teacher Education Project.

C. Host a one-day meeting in the fall of 1974 for three representatives of the State IGE Coordinating Council (SICC) in Madison and support the travel, lodging, and meal expenses for one representative from the SICC. The purpose of such meeting is to confer with CENTER staff and others relative to the progress in organization and programs of the state IGE network.

D. Conduct, in cooperation with the UW/SRF IGE Teacher Education Project, a three-day spring of 1975 workshop for at least three representatives from each SICC; such workshop will be for all state IGE network SICCs and focus on such matters as continued planning, exchange of ideas and experiences, and identification of problems and possible resolutions. The CENTER will provide a $100 stipend per attendee to help defray the expenses of travel, lodging, and meals for each of three representatives from each SICC.

E. Provide two days of consulting to the State IGE Network. Such consultation will not be for assistance in running awareness conferences, principal-unit leader workshops, or maintenance-refinement workshops; rather, consultation will be available for meetings or workshops for the SICCs, the Regional IGE Coordinating Councils (RICCs), teacher education groups, and/or planning task forces.

F. Conduct two on-site visits by a member of the CENTER staff to meetings of the SICC.

G. Establish four regional IGE centers, in teacher education institutions located in various parts of the country. Such regional IGE centers to provide assistance (at cost) to state IGE networks through such means as conducting leadership workshops and consulting services. Each regional IGE center will have an advisory board comprised, in part, of representatives from each of the SICCs in the respective regions.

H. Annually publish a national state IGE network directory and a directory of IGE schools.

I. Maintain a cooperative relationship with the UW/SRF IGE Teacher Education Project in working with the state IGE network.

III. The AGENCY agrees to:

A. Send persons specified in II.B. to each of the leadership workshops in II.A. above.

B. Send at least three representatives from the SICC to the fall meetings in Madison, Wisconsin as specified in II.C. above. The representatives shall be from the state education agency.

C. Send at least three representatives to the spring workshop specified in II.D. above.

D. Submit to the CENTER by October 30, 1974 the plans of the state IGE network for implementing IGE in the state and including an estimate of the dollar value of the contributions of member agencies to the activities specified in the plans, and report on February 1, 1975 and August 1, 1975 the progress of the state IGE network in organizing the network and in carrying out its implementation plans; reports submitted to comply with UW/SRF requirements will satisfy this requirement.

E. Participate on the appropriate regional IGE center's advisory board.

F. Establish an SICC and RICCs as described in A Manual for Starting and Maintaining State IGE Networks including representation from the state education agency, one or more teacher education institutions, one or more intermediate education agencies (if appropriate) and local education agencies.

G. Provide information about the activities of the state IGE network in each of the four phases of implementation and a cost-benefits analysis based on the dollar value of the contribution of the various agencies in the state IGE network. Such information will be provided through a visit or phone call during the last two months of this Memorandum of Understanding so that the CENTER can complete a required final report on the total scope of activities in the project.

H. Identify to the CENTER by November 15, 1974 and November 15, 1975 the SICC chairperson, RICC chairpersons, an SICC executive secretary or similar role who will serve as state IGE coordinator, the coordinators for each RICC, local education agency IGE coordinator, and a current list of IGE schools in the state IGE network.

Agreed to:	Agreed to:
_____	_____
Richard A. Rossmiller, Director Wisconsin Research and Development Center for Cognitive Learning	State IGE Coordinating Council Chairperson
_____	_____
James E. Walter, Director of Implementation for the Wisconsin Research and Development Center for Cognitive Learning	Agency which the SICC Chairperson Represents
_____	_____
Date	Date

APPENDIX C

RICC STATUS REPORT

RICC STATUS REPORT

Complete the following information for each RICC

RICC Name or Number _____

	Services Available*	RICC Involvement*	Coordinating Agency (circle one)
Outcome 1 (Changeover)	0 1 2 3 4	0 1 2 3 4	TEI IEA LEA-(Central Office) no coordinating agency
Outcome 2 (Refinement)	0 1 2 3 4	0 1 2 3 4	TEI IEA LEA-(Central Office) no coordinating agency
Outcome 3 (Undergrad)	0 1 2 3 4	0 1 2 3 4	TEI IEA LEA-(Central Office) no coordinating agency
Outcome 4 (Grad-UL)	0 1 2 3 4	0 1 2 3 4	TEI IEA LEA-(Central Office) no coordinating agency
Outcome 5 (Grad-Prin)	0 1 2 3 4	0 1 2 3 4	TEI IEA LEA-(Central Office) no coordinating agency

*See attachment for explanation of points on the scale.

What sources of financial support are available to the RICC? (school dues, federal grant, state department, SICC funds)

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Other Comments

RICC STATUS REPORT

Explanation of Scales

Services Available

This scale ranges from 0 (no activities related to the outcome) to 3 (full services available related to the outcomes). The meaning of a 0, 1, 2, 3, or 4 for each of the outcomes is explained below.

Outcome 1 - Changeover

0 - No awareness, commitment or changeover activities are being conducted.

1 - Awareness conferences are or have been held in that area of the state; perhaps 1 or 2 schools have had P-ULs or clinicals.

2 - Awareness conferences have been held, sporadic attempts have been made to followup with schools, P-ULs or clinicals have been arranged for these schools.

3 - Awareness conferences are held; systematic followup is done; commitment is obtained and P-ULs or clinicals are conducted.

4 - There are comprehensive changeover programs from awareness through preservice and first-year periodic inservice.

Outcome 2 - Refinement

0 - No refinement activities are conducted.

1 - LEAs attend occasional statewide functions or workshops sponsored in other regions of the state.

2 - Workshops or conferences for LEAs are occasionally arranged within the region.

3 - There is a systematic effort to determine school inservice needs and arrange appropriate workshops or conferences.

4 - The systematic effort to meet school refinement needs is integrated with the efforts of other agencies and institutions outside the RICC.

Outcome 3 - Undergrad

0 - No involvement with IGE in undergrad programs.

1 - There is some coordination between IGE information presented in existing courses and IGE schools and supervisors of student teachers.

2 - One or more undergraduate courses related to IGE are available; schools coordinate with TEIs to provide some preservice teachers with IGE experience.

3 - Numerous undergraduate courses related to IGE are available; preservice experience in IGE schools is an integral part of the undergraduate program.

4 - An institution provides a recognized IGE undergraduate program.

Outcome 4 - Graduate Unit Leader

0 - No involvement of TEI faculty in working with inservice IGE teachers and unit leaders.

1 - TEI personnel provide occasional consultant help and inservice to IGE teachers and unit leaders.

2 - TEIs provide one or more IGE related courses for teachers and unit leaders.

3 - TEIs provide numerous IGE related courses for IGE teachers and unit leaders.

4 - An institution provides a recognized graduate program for IGE teachers and unit leaders.

Outcome 5 - Graduate Principal

0 - No involvement of TEI faculty in working with inservice IGE principals.

1 - TEI personnel provide occasional consultant help and inservice to IGE principals.

2 - TEIs provide one or more IGE related courses for principals.

3 - TEIs provide numerous IGE related courses for IGE principals.

4 - An institution provides a recognized graduate program for IGE principals.

RICC Involvement

This scale ranges from 0 (no RICC involvement related this outcome) to 4 (RICC is self sufficient in conducting activities to the outcomes).

The meaning of a 0, 1, 2, 3, or 4 for all of the outcomes is explained below:

0 - No RICC involvement. Either an RICC does not exist in the region or no services are available in the region for the outcome.

1 - Another RICC, the SICC or a TEI outside the region provides services related to the outcome. Representatives to the RICC in the region provide minimal coordination between the LEA and the outside group.

2 - The State Department provides the services for the outcome with representatives to the RICC providing minimal coordination between LEAs and the State Department.

3 - The RICC coordinates and provides part of the services involved but must rely on outside assistance to provide adequate services.

4 - Agencies or institutions represented on the RICC coordinate and carry out activities related to this outcome, calling to consultants as needed.

APPENDIX D

TEACHER EDUCATOR WORKSHOP GOALS AND
OBJECTIVES WITH SAMPLE AGENDA

TEACHER EDUCATOR WORKSHOP GOALS AND OBJECTIVES

Goals

1. Based on information to be provided relative to IGE and its implications for teacher education institutions, participants will have an opportunity to plan instructional modules/courses for two or more phases of the IGE implementation model.

2. Based on information and activities to be provided relative to IGE and the phases of implementation, participants will be prepared to assist their state IGE network in its implementation efforts.

Objectives

1. Knowledge
   - A. Participants will become knowledgeable regarding the IGE concepts and practices.
   - B. Participants will become knowledgeable regarding the state IGE networks:
     1. Organization
     2. Five phases of implementation
     3. Five outcomes

2. Skills
   - A. Participants will be able to assist the state network in conducting changeover activities. (Relates to Outcome I)
     1. Participants will become sufficiently acquainted with the awareness phase to assist the state network in conducting this activity.
     2. Participants will become sufficiently acquainted with the commitment phase to assist the state network in conducting this activity.
     3. Participants will become sufficiently acquainted with the objectives and content of the principal-unit leader workshop (P-UL) that they will be able to:
        - a. expand the P-UL into a semester or summer-long workshop/course for credit (Required)
        - b. modify the 3-day P-UL to fit their local inservice needs (Optional)
        - c. expand the P-UL into a 4-day or longer format to fit their local inservice needs (Optional)
        - d. expand the P-UL into a semester or summer-long inservice program (Optional)
   - B. Participants are required to prepare a module/course (for credit) for experienced IGE school staffs such as in the following examples. (Relates to Outcome II)

1. In-depth focus on the Instructional Programing Model
2. Team building skills
3. Utilization of media and technology in IGE
4. Assessment and evaluation of children's needs and progress
5. One of the Center products

In addition to completing the above stated objectives, participants may choose to develop a module/course focusing on a topic similar to those listed above which could be used when providing inservice to experienced IGE school staff. (Optional)

C. Participants will outline their institution's undergraduate and graduate teacher education programs and describe where the seven components of IGE could be inserted into that program. (Relates to Outcomes III and IV). In addition, participants will identify and include in appropriate places in the program the available audio-visual and print materials which could be used to support instruction related to the components. (Required)

or

D. Participants who have appointments in departments of education administration may choose to complete the above stated objective for their institution's school administrator training program. (Relates to Outcome V)

E. Participants will combine their new knowledge of IGE with their past experience in order to critique the syllabus for a new principal-unit leader workshop being designed by the R & D Center staff. The critique should focus on the appropriateness of the principal-unit leader workshop as a five-day activity and as a semester credit course. (Required)

F. Participants will develop supporting rationale and strategies for having courses related to IGE accepted as credit offerings by their institutions. (Optional)

TEACHER EDUCATOR'S WORKSHOP

Madison, Wisconsin

August 11-15, 1975

SPONSORED BY

The

University of Wisconsin

Sears-Roebuck IGE Teacher Education Project

Wisconsin Research and Development Center for Cognitive Learning

HOSTED BY

The

Midwest IGE Institute, Madison, Wisconsin

PRESENTERS

Dr. William Johnston
Director of Elementary Education
University of Wisconsin-Whitewater
Whitewater, Wisconsin
In Attendance August 12 (afternoon)

Dr. Max Poole
Chairman, Department of Elementary Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin
In Attendance August 13 (morning)

Dr. Richard Rasmussen
Department of Elementary Education, Campus School
University of Wisconsin-La Crosse
La Crosse, Wisconsin
In Attendance August 12 (afternoon)

Dr. Juanita Sorenson
Department of Elementary Education
University of Wisconsin-Eau Claire
In Attendance August 13 (morning)

UNIVERSITY OF WISCONSIN/SEARS-ROEBUCK IGE TEACHER EDUCATION PROJECT STAFF

Dr. Herbert J. Klausmeier
Project Director
In Attendance August 11

Dr. L. Joseph Lins
Project Administrator
In Attendance August 11-14

Ms. Mary Melvin
Project Assistant
In Attendance August 11-13

WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING STAFF

Dr. William Bush
Deputy Director
In Attendance August 11 and 14 (mornings)

Dr. Booker Gardner
Coordinator of State Networks
In Attendance August 11-15

Mr. Walt Krupa
IGE Staff Development Project Assistant
In Attendance August 11 (afternoon) and August 14 (morning)

Dr. Harold MacDermot
Coordinator of Leadership Workshops
In Attendance August 11-15

Ms. Elaine McGregor
Implementation Project Specialist
In Attendance August 11-15

Ms. Beverly Morrison
Wisconsin Design for Reading Skill Development Project Specialist
In Attendance August 13 (morning)

Dr. James Moser
Developing Mathematical Processes Project Coordinator
In Attendance August 15 (morning)

Ms. Ellen Murdoch
Test Development Specialist
In Attendance August 15 (morning)

Ms. Sue Pittelman
Prereading Skills Project Coordinator
In Attendance August 14 (morning)

Dr. James Walter
Director of Implementation
In Attendance August 11-15

MIDWEST IGE INSTITUTE

Dr. Marvin Fruth
Director
In Attendance August 11-14 (mornings)

OUTLINE FOR TEACHER EDUCATOR WORKSHOP

Madison, Wisconsin
August 11-15, 1975

MONDAY, AUGUST 11, 1975

8:00 - 8:30 a.m.	Registration and Refreshments
8:30 - 8:45	Opening Session Dr. Harold MacDermot Dr. James Walter Dr. Marvin Fruth Dr. William Bush
8:45 - 10:15	An Overview of the IGE Leadership Series and Strategies for Introducing IGE into Teacher Education Dr. Herbert J. Klausmeier
10:15 - 10:30	Break
10:30 - 11:15	Workshop Objectives and Goal Setting for Participants Dr. Harold MacDermot
11:15 - 11:45	Get Acquainted Activity Dr. Booker Gardner
11:45 - 1:00 p.m.	Lunch
1:00 - 2:00	An Overview of Prototypic Course Outlines Related to the Leadership Series (1) The Teacher in Individually Guided Education (2) Child Development in Individually Guided Education (3) Evaluation in Individually Guided Education (4) Individually Guided Reading (5) Individually Guided Mathematics Dr. Herbert J. Klausmeier Ms. Mary Melvin
2:00 - 5:00	Session A: An Introduction to the Seven Components of IGE Ms. Elaine McGregor Dr. James Walter Dr. L. Joseph Lins Session B: The Implementor's Manual and Assisting Schools Make the Change to IGE and IGE Simulations as Course/Module Activities Dr. Harold MacDermot Mr. Walter Krupa

TUESDAY, AUGUST 12, 1975

8:30 a.m.	Coffee and Rolls
8:30 - 9:00	Individually Guided Motivation for Interested Participants Ms. Elaine McGregor
9:00 - 9:15	Announcements
9:15 - 12:00	IGE in the Oncampus and Inservice Programs for Teachers Using Individually Guided Reading as the Example. Participants will be introduced to the film and three filmstrips for Individually Guided Reading, the textbook and instructor's guide for Individually Guided Reading, and an overview of the implementation test for Individually Guided Reading. Dr. Marvin Fruth, Chairman Dr. L. Joseph Lins Ms. Mary Melvin
12:00 - 1:30 p.m.	Lunch
1:30 - 2:30	Impact of IGE on Teacher Education Institutions Dr. William Johnston Dr. Richard Rasmussen
2:30 - 5:00	Participant's Work Session Resource Personnel: Dr. Booker Gardner Dr. L. Joseph Lins Dr. James Walter Dr. Harold MacDermot Ms. Elaine McGregor

WEDNESDAY, AUGUST 13, 1975

8:30 a.m.	Coffee and Rolls
8:30 - 9:00	Wisconsin Design for Reading Skill Development for Interested Participants Ms. Bev Morrison
9:00 - 9:15	Announcements
9:15 - 12:00	Preparing Unit Leaders and Staff Teachers Through Graduate Programs and Inservice Activities Dr. Marvin Fruth, Chairman Dr. Juanita Sorenson Dr. Max Poole Ms. Mary Melvin

12:00 - 1:30 p.m. Lunch

1:30 - 3:00 Small Group Discussion with Representatives From Several Instructional Improvement Committees
Local IGE Unit Leaders and Principals

THURSDAY, AUGUST 14, 1975

8:30 a.m. Coffee and Rolls

8:30 - 9:00 Prereading Skills Program for Interested Participants
Ms. Susan Pittleman

9:00 - 9:15 Announcements

9:15 - 10:30 Session A:

Introducing IGE Into Graduate Programs for the Purpose of Preparing Principals and Other School Administrators
Dr. Marvin Fruth

Session B:

Simulations for Implementors of IGE
Dr. Harold MacDermot
Mr. Walter Krupa

10:30 - 10:45 Break

10:45 - 12:00 Future Thrust of the R & D Center as it Relates to Teacher Educators
Dr. William Bush

12:00 - 1:30 p.m. Lunch

1:30 - 2:45 The State IGE Coordinating Council and the Teacher Educator
Dr. Booker Gardner

2:45 - 4:30 Participant's Work Session to complete their objectives/activities
Resource Personnel:
Dr. Harold MacDermot
Dr. Booker Gardner
Dr. James Walter
Ms. Elaine McGregor

FRIDAY, AUGUST 15, 1975

8:30 a.m. Coffee and Rolls

8:30 - 9:00 Developing Mathematical Processes for Interested Participants
Dr. James Moser

FRIDAY, AUGUST 15, 1975 (Continued)

9:00 - 9:15	Announcements
9:15 - 10:30	Small Group Critiques of Participant's Products Implementation Staff
10:30 - 10:45	Break
10:45 - 11:15	Evaluation of Workshop Ms. Ellen Murdoch
11:15 - 12:00	Where Do We Go From Here? Unanswered questions/concerns of participants Implementation Staff

APPENDIX E

TEACHER EDUCATOR TOPICS PRE- AND POST- ASSESSMENT QUESTIONNAIRE
HARTFORD, CONNECTICUT--JUNE 2-6, 1975

TEACHER EDUCATOR IGE TOPICS--PRE AND POST NEEDS ASSESSMENT

Related to Outcome(s)	Topic:	Beginning of Workshop: Adequately Prepared	Beginning of Workshop: Need Further Preparation	End of Workshop: Adequately Prepared	End of Workshop: Need Further Preparation
1,2,3,4,5	1. Can explain each of the 7 components of IGE.	5	11	15	--
1,2,3,4,5	2. Can describe and give at least two examples of effectively functioning IGE elementary schools.	3	14	12	2
1,2,3,4,5	3. Can describe IGE-related curriculum products developed by the R&D Center: /I/T/M/, DMP, Wisconsin Design for Reading Skill Development, PreReading Skills Program.	4	13	11	2
1,2,3,4,5	4. Can explain the 5-phase implementation sequence.	2	13	10	5
1,2,3,4,5	5. Can describe and give at least two examples of activities for each of the first four phases.	1	14	9	6
1,2,3,4,5	6. Can explain the prototype State IGE Network.	4	11	8	5
1,2,3,4,5	7. Can explain the status of one's own State IGE Network.	5	10	10	3
1,2,3,4,5	8. Can describe the status of one's own Regional IGE Network	6	8	8	5
1,2,3,4,5	9. Can describe and give examples of effectively functioning State IGE Networks and IGE Institutes.	3	12	7	7
2	10. Can describe three main categories of means of providing assistance to established IGE schools:				
	a. Regular credit courses on and off campus.	2	14	14	1
	b. Organized noncredit courses and workshops.	2	14	11	1
	c. Consultation as part of regular job; e.g., in connection with clinical experiences for prospective teachers and student teaching.	2	14	13	2

TEACHER EDUCATOR IGE TOPICS--PRE AND POST NEEDS ASSESSMENT
(cont'd.)

Related to Outcome(s)	Topic:	Beginning of Workshop: Adequately Prepared	Beginning of Workshop: Need Further Preparation	End of Workshop: Adequately Prepared	End of Workshop: Need Further Preparation
3,4,5	11. Can explain, describe and give examples of the following three ways of starting oncampus undergraduate and/or graduate programs:				
	a. Single course or module	1	14	13	1
	b. Two or more courses or modules	1	14	13	1
	c. Total program	--	15	12	3
3,4,5	12. Can explain, describe and give examples of the following three ways of starting offcampus courses and workshops:				
	a. Course or workshop for entire staff of building(s) if related to specific methods--math, reading, science, social studies--or teaching in IGE generally.	1	13	13	2
	b. Course or workshop for unit leaders--present and prospective.	--	15	13	2
	c. Course or workshop for principals--present and prospective--and other administrators.	--	15	12	3
3	13. Can discuss important questions regarding oncampus undergraduate courses and programs.	1	10	9	--
	a. Will it be directed to provide information about IGE to any students who might enroll or will it be directed specifically to prepare IGE personnel only?	2	13	12	--
	b. Will it deal only with IGE concepts and practices or will it deal with IGE as one of two or more alternatives or innovations?	2	13	13	--

TEACHER EDUCATOR IGE TOPICS--PRE AND POST NEEDS ASSESSMENT
(cont'd.)

Related to Outcome(s)	Topic:	Beginning of Workshop: Adequately Prepared	Beginning of Workshop: Need Further Preparation	End of Workshop: Adequately Prepared	End of Workshop: Need Further Preparation
	c. Will it follow a competency/performance-based approach or another approach?	2	13	10	3
	d. How much and what kind of participation by college students in IGE schools will there be?	2	13	9	4
	e. How much and what kind of participation by college professors in the IGE schools will there be?	1	14	10	4
	f. How much and what kind of participation by the IGE school staff will be involved in first organizing the program and then participating in the conduct of the program?	2	13	10	3
	g. What kind of arrangements between the IGE schools and the teacher education institutions for planning, communicating, decision making, and evaluating will be made?	1	14	10	4
	h. How will teacher education institutions that are not part of the State IGE Network be related to the network institutions?	--	15	5	10
	14. Can discuss important questions regarding oncampus graduate courses and programs for unit leaders and staff teachers.	2	13	12	1
	a. Will it be directed to provide information about IGE to any student who might enroll or will it be directed specifically to prepare IGE personnel only?	2	13	12	1
	b. Will it deal only with IGE concepts and practices or will it deal with IGE as one of two or more alternatives or innovations?	2	13	12	1

TEACHER EDUCATOR IGE TOPICS--PRE AND POST NEEDS ASSESSMENT
(cont'd.)

Related to Outcome(s)	Topic:	Beginning of Workshop: Adequately Prepared	Beginning of Workshop: Need Further Preparation	End of Workshop: Adequately Prepared	End of Workshop: Need Further Preparation
	c. Will it follow a competency/performance-based approach or another approach?	1	13	10	3
	d. How much and what kind of participation by college students in IGE schools will there be?	1	13	12	1
	e. How much and what kind of participation by college professors in the IGE schools will there be?	1	13	10	3
	f. How much and what kind of participation by the IGE school staff will be involved in first organizing the program and then participating in the conduct of the program?	2	12	10	4
	g. What kind of arrangements between the IGE schools and the teacher education institutions for planning, communicating, decision making, and evaluating will be made?	2	12	9	3
	h. How will teacher education institutions that are not part of the State IGE Network be related to the network institutions?	--	14	5	9
5	15. Can discuss important questions regarding oncampus graduate courses and programs for principals and other school administrators.	--	12	7	3
	a. Will it be directed to provide information about IGE to any students who might enroll or will it be directed specifically to prepare IGE personnel only?	1	13	10	4
	b. Will it deal only with IGE concepts and practices or will it deal with IGE as one of two or more alternatives or innovations?	1	13	10	4

TEACHER EDUCATOR IGE TOPICS--PRE AND POST NEEDS ASSESSMENT
(cont'd.)

Related to Outcome(s)	Topic:	Beginning of Workshop: Adequately Prepared	Beginning of Workshop: Need Further Preparation	End of Workshop: Adequately Prepared	End of Workshop: Need Further Preparation
	c. Will it follow a competency/performance-based approach or another approach?	--	14	6	8
	d. How much and what kind of participation by college students in IGE schools will there be?	--	14	8	6
	e. How much and what kind of participation by college professors in the IGE schools will there be?	--	14	8	6
	f. How much and what kind of participation by the IGE school staff will be involved in first organizing the program and then participating in the conduct of the program?	--	14	7	7
	g. What kind of arrangements between the IGE schools and the teacher education institutions for planning, communicating, decision making, and evaluating will be made?	--	14	7	7
	h. How will teacher education institutions that are not part of the State IGE Network be related to the network institutions?	--	14	5	8
3,4,5	16. Can, with use of booklet, describe nine sets of instructional materials in the Leadership Series in Individually Guided Education and other materials from R & D Center and identify their uses in teacher education courses and programs.	2	12	7	7
	17. Can explain the purpose of introducing IGE into undergraduate education programs through credit courses for prospective teachers to:				
	a. acquaint students with IGE concepts and practices.	3	11	14	--
	b. enable the students to gain a full understanding of IGE concepts and practices.	2	12	11	3
	c. develop competence in carrying out IGE practices.	1	13	12	3

TEACHER EDUCATOR IGE TOPICS--PRE AND POST NEEDS ASSESSMENT
(cont'd.)

Related to Outcome(s)	Topic:	Beginning of Workshop: Adequately Prepared	Beginning of Workshop: Need Further Preparation	End of Workshop: Adequately Prepared	End of Workshop: Need Further Preparation
4	18. Can explain the purpose of introducing IGE into graduate programs through credit courses for unit leaders and staff teachers in IGE schools to:				
	a. acquaint students with IGE concepts and practices.	--	14	14	1
	b. enable the students to gain a full understanding of IGE concepts and practices.	--	14	12	3
	c. develop competence in carrying out IGE practices.	--	14	12	3
5	19. Can explain the purpose of introducing IGE into graduate programs for principals and other administrators for IGE schools to:				
	a. acquaint students with IGE concepts and practices.	1	13	12	3
	b. enable the students to gain a full understanding of IGE concepts and practices.	1	13	11	5
	c. to develop competence in carrying out IGE practices.	1	13	10	5

APPENDIX F

IGE TEACHER EDUCATOR WORKSHOP FOLLOW-UP QUESTIONNAIRE

IGE Teacher Educator Workshop

Teacher Educator Follow-up Questionnaire

Name: _____

Title: _____

Institution: _____ Telephone: _____

Street Address: _____

City, State, Zip: _____

I. Background Information

A. How were you selected to participate in the Teacher Educator workshop? (Check one).

_____ by the State IGE Coordinator

_____ by another person in your institution

_____ self-selected

_____ other (please describe)

B. Do you have the same position/assignment as you did when you attended the workshop? Yes_____ No_____
If no, please identify new position/assignment.

C. Have you attended any other clinicals or R & D Center sponsored workshops (MUS-E Implementor workshop, Wisconsin Design workshop, /I/G/M/ workshop) since you attended the Teacher Educator workshop? Yes____ No____
If "yes", please give type of workshop, location and who sponsored.

D. Are activities related to IGE considered part of your regular responsibilities? Yes____ No____
If "yes," approximately what percentage of your time is allocated for IGE related activities?_____

E. 1. In addition to your regular responsibilities, how many hours per month would you estimate you have spent on IGE related activities since the workshop? _____ hours per month.

2. What is the maximum number of hours per month you feel you could devote to IGE related activities over and above your regular responsibilities? _____ hours per month.

F. What is the maximum number of schools you feel you could work with on a <u>regular</u> basis (providing assistance in changeover and/or providing continuing informal consultation and inservice training where appropriate? _____

Name _____ ID#_____

II. IGE Related Activities Following the Teacher Educator Workshop

A. Teacher Education Courses

1. Since attending the Teacher Educator workshop, have you changed the courses you teach by:

a. altering an existing course to include IGE concepts?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (course name, level, concepts included, amount of instructional time devoted to IGE concepts).

b. developing a new course around IGE concepts?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (course name, level, concepts included, amount of instructional time devoted to IGE concepts).

2. Since attending the Teacher Educator workshop, have you worked with other faculty members in your institution by:

a. making presentations to their classes concerning IGE?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (date, number of presentations you have made, type of presentation, audience)

b. making presentations about IGE to faculty members?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (date, number or presentations you have made, audience).

c. making IGE related materials available to other faculty members?
Yes____ No____ Plan to____

d. assisting other faculty members in developing new courses related to IGE or altering existing courses to include IGE concepts?
Yes____ No____ Plan to____
If you have done this or plan to please describe briefly (faculty members you have worked with, name and level of courses altered or developed, IGE concepts included, amount of instruction time devoted to IGE).

B. Assisting schools to make the changeover to IGE

1. Awareness Conferences (Clue-In)

The primary target audience for an Awareness Conference is building principals and central office staff of local school districts, but personnel from other agencies and institutions may be included as well. The purpose is to develop an awareness of IGE/MUS-E. In the case of local school district personnel, sufficient information about IGE/MUS-E is provided to enable the schools to decide whether or not to adopt IGE.

a. Since attending the IGE Teacher Educator Workshop, have you:

conducted an Awareness Conference? Yes____ No____ Plan to____
served as a resource person at an Awareness Conference?
Yes____ No____ Plan to____
attended an Awareness Conference? Yes____ No____ Plan to____

b. For each Awareness Conference which you have conducted or where you have assisted, please give date, where held, approximate number of persons attending and describe your role?

2. Principal - Unit Leader Workshop

The purpose of a Principal-Unit Leader Workshop (P-UL) is to train the principals and unit leaders of schools adopting IGE in the concepts and implementation strategies of IGE. The primary target audience in a P-UL is generally the principal and all unit leaders from each school contemplating the implementation of IGE. Other school district personnel and persons from other agencies and institutions may attend as well.

a. Since attending the IGE Teacher Educator Workshop, have you:

conducted a P-UL? Yes____ No____ Plan to____
served as a resource person at a P-UL? Yes____ No____ Plan to____
attended a P-UL? Yes____ No____ Plan to____

b. For each P-UL which you have conducted or where you have assisted, please give date, where held, describe your role. Also, please enclose lists of participants or schools if available.

3. Pre-opening of School Workshops (3-5 days)

The Pre-School Workshop is a 3-5 day staff development activity conducted in schools which are beginning their first year of IGE/MUS-E implementation. The purpose is to ensure an orderly transition to MUS-E operations. The workshop provides staff members with further training in IGE concepts and procedures, and time for the units to begin planning programs and procedures. The Pre-School Workshop is planned by the Instructional Improvement Committee of the school. All school staff members participate in the Workshop.

a. Since attending the IGE Teacher Educator Workshops, have you:

conducted and/or served as a resource person at a Pre-School Workshop? Yes____ No____ Plan to____
attended a Pre-School Workshop? Yes____ No____ Plan to____

b. For each Pre-School Workshop you have conducted or where you have served as a resource person, please give date, where held, names and addresses of schools represented, and describe your role:

C. Providing Assistance to Established IGE Schools

1. League Facilitator

A League Facilitator serves a League of IGE schools in an ongoing capacity. His responsibilities may include coordinating inservice functions, helping new IGE schools get started, and relating to other leagues or agencies on behalf of the League.

Since attending the IGE Teacher Educator Workshop have you become a League Facilitator? Yes____ No____ Plan to____
If "yes", please give name of league, league chairperson and area served:

2. Establishing New Leagues

Since attending the IGE Teacher Educator Workshop, have you worked to establish new leagues in areas where no leagues existed? Yes____ No____ Plan to____
If "yes," please give areas served, name of League(s) and name of League Chairperson.

3. Providing Consultation and Inservice to Established IGE Schools

Have you had any contact with established IGE schools other than schools you may have worked with as a League Facilitator?
Yes____ No____ Plan to____
If "yes", please give names of schools you have worked with and your role (type of consultation provided, type of inservice workshop provided, amount of time spent), etc.

D. State Network Activities

Since attending the IGE Teacher Educator Workshop, have you:

1. worked with any teacher education institutions in your state or region in establishing courses, programs, or workshops related to IGE?
Yes____ No____
If "yes", please describe (institutions contacted, nature of your involvement, courses, programs or workshops being offered or planned).

2. served on any State IGE networks committee or task forces? Yes____ No____
If "yes", please describe briefly.

3. Participated in any other state network activities other than Awareness Conferences, P-UL's or Pre-School Workshops? Yes____ No____
If "yes", please briefly describe the additional activities.

E. Informational Presentations

Other than the activities mentioned above, have you made presentations concerning IGE to any groups (for example, professional associations, college classes, parent groups)? Yes____ No____
If yes, please describe briefly (type of group, date, place, type of presentation).

III. Recommendations for Future IGE Workshops

We are concerned about improving the effectiveness of our workshops and identifying what needs exist for follow-up workshops. Assuming we are successful in obtaining funds for continuing our training program, we plan to conduct two series of workshops. Series A would be for people new to IGE. Series B would be for persons like yourself who have attended previous workshops.

A. Based on your experience, what should we expand or add to the Series A workshops?

B. What topics would you like us to provide in the Series B follow-up workshops?

APPENDIX G

IGE IMPLEMENTOR WORKSHOP GOALS AND OBJECTIVES WITH SAMPLE AGENDA

MUS-E Implementor's Workshop

Denver, Colorado

April 14 - 18, 1975

Workshop Goal

Based on information and activities to be provided relative to IGE and the five phases of implementation, participants will be prepared to assist their state IGE network in its implementation efforts.

Participant Objectives

1. Each participant will demonstrate mastery of IGE concepts in the areas of (a) grouping patterns, (b) assessment in IGE, (c) MUS-E roles and responsibilities, (d) MUS-E organization and operations, (e) instructional programming, and (f) behavioral objectives by scoring 80% or higher on a test of recall, understanding, and application for each of the six areas.

2. Each participant will demonstrate knowledge of the Five Phase Implementation Model for local education agency personnel by preparing answers to the I & R unit questions.

3. Each participant will demonstrate knowledge of the organization and functions of the state IGE network and Regional IGE Coordinating Councils (RICC) by:

   a. developing a description of his/her role as an IGE implementor;

   b. designing an action plan which he/she will utilize as an IGE implementor following the workshop;

   c. participating in Regional IGE Coordinating Council simulations.

4. Each participant will identify human and material resources while at the workshop and will serve as a resource to other participants.

A G E N D A

MUS-E IMPLEMENTOR'S LEADERSHIP WORKSHOP

Denver, Colorado
April 14 - 18, 1975

Monday, April 14, 1975

Time	Activity	Objectives	Suggested Materials
8:00-8:30	Registration and Coffee	1. To complete registration forms 2. To complete background information cards 3. To receive packet or workshop information 4. To pay registration fee	Registration forms Background information cards Packet: Agenda Workshop objectives MUS-E organization chart Instructional Programing Model chart 7 components handout Curricular products sheet Nametags
8:30-8:45	Workshop Overviews	1. To review the schedule of activities for the workshop 2. To review the objectives of the workshop, emphasizing expected workshop outcomes	Packet: Agenda Workshop objectives
8:45-10:00	IGE Overview	1. To identify the rationale for IGE 2. To identify the 7 components of IGE 3. To view the film Think Kids!	Think Kids! 7 components handout 7 components transparency MUS-E handout MUS-E transparency IPM handout Overall IPM transparency

Monday, April 14, 1975

Time	Activity	Objectives	Suggested Materials
10:00-10:30	Get Acquainted Activity	1. To participate in a modified "Getting Acquainted Triads Activity" with introductions focusing on IGE background	
10:30-11:30	IGE Simulation Preassessment	1. To receive directions for the preassessment 2. To obtain the preassessment instrument 3. To take the preassessment test 4. To correct the preassessment responses 5. To record the preassessment results on the progress report sheet 6. To set instructional objectives based on preassessment results 7. To schedule instructional activities	IGE Concepts Test - Form I IGE Concepts Test - Form I Answer Sheet Individual Progress Report Setting Individual Instructional Objectives Sheet mall Group Activities Schedule
11:30-12:30	Lunch		
12:30-5:00	IGE Simulation Small group instruction	1. To attend the scheduled instructional activities: MUS-E Organization and Operation MUS-E Roles and Responsibilities	MUS-E Organization and Operation (filmstrip and filmstrip outline) IGE Concepts Test Form II - MUS-E Organization and Operation MUS-E Roles and Responsibilities (filmstrip and filmstrip outline) IGE Concepts Test Form II - MUS-E Roles and Responsibilities

Monday, April 14, 1975

Time	Activity	Objectives	Suggested Materials
12:30-5:00 (continued)	IGE Simulation Small group instruction	1. To attend the scheduled instructional activities:	
		Grouping Patterns	Grouping Patterns (filmstrip and filmstrip outline)
			IGE Concepts Test Form II - Grouping Patterns
		Assessment in IGE	Assessment in IGE (filmstrip and filmstrip outline)
			Position of Wisconsin R & D Center on use of standardized tests in IGE schools
			Handout "Types of Assessment to Measure Attainment of an Objective"
			Figure of four types of assessment
			Comparison of two kinds of tests
			Exercise: To Decide What Type of Assessment is Best Suited to an Objective
			Exercise: Selecting Parts of a Work Sample to Measure a Given Objective
			IGE Concepts Test Form II - Assessment
		Instructional Programing in IGE	Instructional Programing in IGE (filmstrip)
			"The Instructional Programing Model" (transparencies, handout)
			IGE Concepts Test Form II - Instructional Programing

Monday, April 14, 1975

Time	Activity	Objectives	Suggested Materials
12:30-5:00	IGE Simulation Small group instruction	1. To attend the scheduled instructional activities: Behavioral Objectives	Educational Objectives (filmstrip) "Sources of Behavioral Objectives" (handout) "Educational Objectives Answer Sheet" (handout) IGE Concepts Test Form II - Behavioral Objectives

Tuesday, April 15, 1975

Time	Activity	Objectives	Suggested Materials
8:00-8:30	Curriculum Product Overview WDRSD	1. To identify the rationale, curriculum design, materials, and implementation of WDRSD	WDRSD overview transparencies WDRSD product sheet from packet
8:30-8:45	Announcements	1. To identify any general workshop information	
8:45-9:45	Introduction to Networks	1. To identify the five phases of implementation, the organization and function of state IGE networks, and the organization and function of regional IGE centers.	Implementation Phases transparency State network transparencies Networks Manual (UW/SRF)
9:45-10:00	Introduction to Implementor Action Plan	1. To identify the expected individual participant workshop outcome of a written role description and action plan which requires each participant to: a. describe the role he/she has in IGE implementation in the state; b. describe his/her affiliation with other implementors and implementation agencies in the state; c. describe his/her plan for contacting schools and other implementors following the workshop; d. describe his/her plans for carrying out staff development activities in schools; e. describe his/her time line for those plans	Guide Sheet for Developing Implementor's Role Description and Action Plan Resource file of up-to-date state network plans

Tuesday, April 15, 1975

Time	Activity	Objectives	Suggested Materials
10:00-10:30	Introduction to Awareness Phase in Implementor's Manual	1. To obtain a copy of the IGE Implementor's Manual 2. To identify the purpose and organization of the IGE Implementor's Manual 3. To identify and analyze the IGE staff development sequence 4. To identify the IGE staff development activities and materials for the Awareness Phase	IGE Implementor's Manual
10:30-10:45	Introduction to Awareness Phase Performance Objectives	1. To identify the purpose and organization of the Performance Objectives and Minimal Criteria 2. To identify and analyze the Performance Objectives for local education agency personnel and implementors in the Awareness Phase	Performance Objectives and Minimal Criteria from Implementor's Manual (Appendix A)
10:45-11:00	Break		
11:00-12:00	Implementor Dialogue	1. To identify various strategies followed in the Awareness Phase by experienced IGE implementors	(Presentors may have materials to distribute)
12:00-1:00	Lunch		

Tuesday, April 15, 1975

Time	Activity	Objectives	Suggested Materials
1:00-3:00	Awareness Phase Simulation	1. To identify the purpose of the simulation 2. To review simulation directions 3. To form simulation RICC groups 4. To participate in accomplishing the tasks specified on the RICC Awareness Phase Agenda 5. To evaluate the Awareness Phase Simulation	Simulation transparencies Simulation packets: Background data Role description Awareness Phase RICC Agenda Personal Objectives and Concerns for Awareness Phase Awareness Phase Simulation evaluation form
3:00-3:15	Break		
3:15-3:45	Explanation of I & R Unit Experience	1. To identify the responsibilities of the I & R unit for the week 2. To form I & R units	I & R Unit Responsibilities Sheet
3:45-4:30	I & R Unit Meetings	1. To introduce I & R unit members to each other 2. To identify a unit leader 3. To brainstorm questions for the school visit 4. To plan strategy for answering I & R Unit Questions 5. To evaluate Day 1 and Day 2 activities	I & R Unit Questions Day 1 and Day 2 evaluation forms

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Tuesday, April 15, 1975

Time	Activity	Objectives	Suggested Materials
4:30-5:00	IIC Meeting	1. To introduce IIC members to each other 2. To synthesize questions for school visit 3. To review I & R unit plans for answering I & R Unit Questions 4. To identify and provide for any needed resources to assist I & R units 5. To analyze Day 1 and Day 2 evaluations	Each I & R unit's school visit questions Each I & R unit's evaluation forms

Wednesday, April 16, 1975

Time	Activity	Objectives	Suggested Materials
8:00-8:30	Curriculum Product Overview PRS	1. To identify the rationale, curriculum design, materials, and implementation of PRS	PRS product sheet from packet
8:30-8:45	Announcements	1. To identify any general workshop information	
8:45-9:00	Introduction to Commitment Phase in IGE Implementor's Manual	1. To identify the staff development activities and materials for the Commitment Phase	IGE Implementor's Manual
9:00-9:15	Introduction to Commitment Phase Performance Objectives	1. To identify and analyze the Performance Objectives for local education agency personnel and implementors in the Commitment Phase	Performance Objectives and Minimal Criteria from Implementor's Manual (Appendix A)
9:15-10:15	Implementor Dialogue	1. To identify various strategies followed in the Commitment Phase by experienced IGE implementors	(Presentors may have materials to distribute)
10:15-10:30	Break		
10:30-12:00	Commitment Phase Simulation	1. To participate in accomplishing the tasks specified on the RICC Commitment Phase agenda 2. To evaluate the Commitment Phase Simulation	Commitment Phase RICC Agenda Personal Objectives and Concerns for Commitment Phase Commitment Phase Simulation evaluation form
12:00-1:00	Lunch		

Wednesday, April 16, 1975

Time	Activity	Objectives	Suggested Materials
1:00-4:00	Visitation to IGE Schools	1. To provide information for answering questions on the Performance Objectives and the implementor's role in relation to these objectives	I & R unit school visit questions
Evening	Planning Time - Action Plan	1. To develop role description and implementor action plan	Guidesheet for developing implementor role description and action plan Resource file of up-to-date state network plans

Thursday, April 17, 1975

Time	Activity	Objectives	Suggested Materials
8:00-8:30	Curriculum Product Overview - IGM	1. To identify the rationale, curriculum design, materials, and implementation of IGM	IGM product sheet from packet IGM display kit
8:30-8:45	Announcements	1. To identify any general workshop information	
8:45-9:00	Introduction to Changeover Phase in IGE Implementor's Manual	1. To identify the staff development activities and materials for the Changeover Phase	IGE Implementor's Manual
9:00-9:15	Introduction to Changeover Phase Performance Objectives	1. To identify and analyze the Performance Objectives for local education agency personnel and implementors in the Changeover Phase	Performance Objectives and Minimal Criteria from Implementor's Manual (Appendix A)
9:15-10:15	Implementor Dialogue	1. To identify various strategies followed in the Changeover Phase by experienced IGE implementors	(Presentors may have materials to distribute)
10:15-10:30	Break		
10:30-12.00	Changeover Phase Simulation	1. To participate in accomplishing the tasks specified on the RICC Changeover Phase agenda 2. To evaluate the Changeover Phase Simulation	Changeover Phase RICC Agenda Personal Objectives and Concerns for Changeover Phase Changeover Phase Simulation evaluation form
12:00-1:00	Lunch		

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Thursday, April 17, 1975

Time	Activity	Objectives	Suggested Materials
1:00-1:15	Introduction to Refinement Phase in IGE Implementor's Manual	1. To identify the staff development activities and materials for the Refinement Phase	IGE Implementor's Manual
1:15-1:30	Introduction to Refinement Phase Performance Objectives	1. To identify and analyze the Performance Objectives for local education agency personnel and implementors in the Refinement Phase	Performance Objectives and Minimal Criteria from Implementor's Manual (Appendix A)
1:30-2:30	Needs Assessment and Program Planning	1. To identify several techniques useful to implementors in assisting local education agency personnel in the Refinement Phase	Delbecq articles (Appendix X of IGE Implementor's Manual) Performance Objectives for Refinement Phase (Appendix A of IGE Implementor's Manual)
2:30-3:00	Implementor Dialogue	1. To identify various strategies followed in the Refinement Phase by experienced IGE implementors	(Presentors may have materials to distribute)
3:00-5:00	I & R Unit Meetings	1. To evaluate Day 3 and Day 4 workshop sessions 2. To prepare answers to questions related to the local education agency performance objectives and the implementor's role in relation to the performance objectives	Day 3 and Day 4 evaluation forms I & R unit questions
5:00-5:30	IIC Meeting	1. To analyze Day 3 and Day 4 evaluations	Each I & R unit's evaluation forms

Thursday, April 17, 1975

Time	Activity	Objectives	Suggested Materials
Evening	Planning Time-Action Plan	1. To develop role description and implementation action plan	Guidesheet for developing implementor role and description and action plan Resource file of up-to-date state network plans

Friday, April 18, 1975

Time	Activity	Objectives	Suggested Materials
8:00-8:30	Curriculum Product Overview - DMP	1. To identify the rationale, curriculum design, materials, and implementation of DMP	DMP product sheet from packet DMP display kit/sampler
8:30-8:45	Announcements	1. To identify any general workshop information	
8:45-9:45	I & R Unit Meetings	1. To share answers to I & R unit questions	I & R unit questions and answers
9:45-11:45	Presentation of Implementor Action Plans	1. To participate in a critique of the role descriptions and action plans of other workshop participants 2. To submit implementor role description and action plan to workshop staff	Role description Action plan
11:45-12:30	Workshop Wrap-up	1. To provide information on workshop follow-up 2. To provide an opportunity to evaluate the workshop as a whole 3. To provide an opportunity to fill out the forms for receiving the stipend	Day 5 and overall workshop evaluation forms Stipend information forms Handout: Role of the Apprentice

APPENDIX H

IMPLEMENTATION ACTIVITIES QUESTIONNAIRE

NAME: _____

MUS-E Implementor Workshop
Denver, Colorado
Participant's Evaluation Form

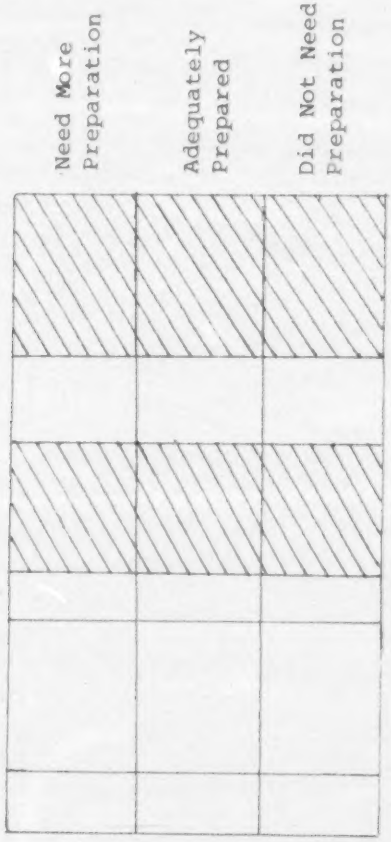
The overall workshop goal for the MUS-E Implementor's Workshop is to prepare participants to assist their State IGE Networks in implementation efforts.

A number of beginning MUS-E Implementor activities are listed below. Please check one of the three categories provided next to each activity.

Check "Did Not Need Preparation" next to activities which you would have been able to undertake without attending the workshop.

Check "Adequately Prepared" next to activities you are ready to undertake or if you know who to contact or how to obtain the materials necessary to accomplish the task.

Check "Need More Preparation" for activities where you need further preparation.



Awareness Phase Activities

1. Assisting Experienced Implementor

   Any area of agenda except, perhaps, the practitioner portions and "Where Do We Go From Here?"

2. Conducting Activities Under Direction of Experienced Implementor:

   a. Carry out identified pre-awareness activities.

   b. Be responsible for most agenda items except, perhaps, those parts requiring a practitioner and "Where Do We Go From Here?"

   c. Carry out post-awareness activities.

	Need More Preparation	Adequately Prepared	Did Not Need Preparation
Commitment Phase Activities			
1. Assisting Experienced Implementor:			
Limited involvement--observer role.			
2. Conducting Activities Under Direction of Experienced Implementor:			
Arrange for experienced IGE people to assist at various commitment meetings.			
Changeover Phase Activities			
1. Assisting Experienced Implementor:			
a. Conduct a training session at the P-UL using provided materials.			
b. Observe the implementor and IIC members conducting Staff Planning Meetings and School Staff Development Workshop.			
c. Visit the school during the year to observe progress and monitoring strategies.			
2. Conducting Activities Under Direction of Experienced Implementor:			
a. Arrange dates, location, and materials for P-UL.			
b. Identify experienced practitioners and implementors to conduct training sessions.			
c. Assist IIC members with school Staff Planning Meetings.			
d. Assist IIC members with school Staff Development Workshops.			
e. Identify experts to help in monitoring first year activities.			

Refinement Phase Activities

1. Assisting Experienced Implementor:

   Arrange to visit schools when experienced implementor is conducting a "needs assessment" activity.

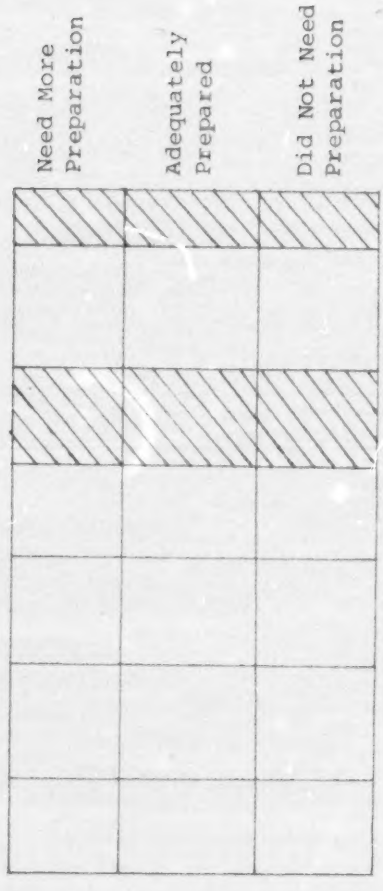
2. Conducting Activities Such as the Following Under Direction of Experienced Implementor:

   a. Review Performance Objectives with school staff.

   b. Identify experts to help conduct "needs assessment" activities.

   c. Identify curriculum experts to help implement IPM in additional area.

   d. Identify experts to provide identified needs.



APPENDIX I

IGE IMPLEMENTOR WORKSHOP FOLLOW-UP QUESTIONNAIRE

MUS-E Implementor Workshop

Teacher Educator Follow-up Questionnaire

Name: _____

Title: _____

Institution: _____ Telephone: _____

Street Address: _____

City, State, Zip: _____

I. Background Information

A. How were you selected to participate in the MUS-E Implementor workshop? (Check one)

_____ by the State IGE Coordinator
_____ by another person in your institution
_____ self-selected
_____ other (please describe)

B. Do you have the same position/assignment as you did when you attended the workshop? Yes_____ No_____
If no, please identify new position/assignment:

C. Have you attended any other /I/D/E/A/ clinicals or R & D Center sponsored workshops (Teacher Educator workshop, Wisconsin Design workshop, /I/G/M/ workshop) since you attended the MUS-E Implementor workshop? Yes_____ No_____
If "yes," please identify type of workshop, location, and who sponsored.

D. Are activities related to IGE considered part of your regular responsibilities? Yes_____ No_____
If "yes," approximately what percentage of your time is allocated for IGE related activities? _____

E. 1. In addition to your regular responsibilities, how many hours per month would you estimate you have spent on IGE related activities since the workshop? _____ hours per month.

2. What is the maximum number of hours per month you feel you could devote to IGE related activities over and above your regular responsibilities? _____ hours per month.

F. 1. What is the maximum number of schools you feel you could work with on a regular basis (providing assistance in changeover, assisting with league activities, and/or providing continuing informal consultation and inservice training where appropriate)? _____

2. a. What is the total number of schools you have worked with since you attended the MUS-E Implementor Workshop?

_____

b. With how many of these schools do you have what you would consider a continuing contact? _____

II. IGE Related Activities Following the MUS-E Implementor Workshop

A. Teacher Education Courses

1. Since attending the MUS-E Implementor Workshop, have you changed the courses you teach by:

a. altering an existing course to include IGE concepts?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (course name, level, concepts included, amount of instructional time devoted to IGE concepts).

b. developing a new course around IGE concepts?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (course name, level, concepts included, amount of instructional time devoted to IGE concepts).

2. Since attending the MUS-E Implementor Workshop, have you worked with other faculty members in your institution by:

a. making presentations to their classes concerning IGE?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (date, number of presentations you have made, type of presentation, audience).

b. making presentations about IGE to faculty members?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (date, number of presentations you have made, audience).

c. making IGE related materials available to other faculty members? Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly.

d. assisting other faculty members in developing new courses related to IGE or altering existing courses to include IGE concepts? Yes _____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (faculty members you have worked with, name and level of courses altered or developed, IGE concepts included, amount of instruction time devoted to IGE).

B. Assisting schools to make the changeover to IGE

1. Awareness Conferences (Clue-In)

The primary target audience for an Awareness Conference is building principals and central office staff of local school districts, but personnel from other agencies and institutions may be included as well. The purpose is to develop an awareness of IGE/MUS-E. In the case of local school district personnel, sufficient information about IGE/MUS-E is provided to enable the schools to decide whether or not to adopt IGE.

a. Since attending the MUS-E Implementor Workshop, have you:
conducted an Awareness Conference? Yes_____ No_____ Plan to_____
served as a resource person at an Awareness Conference?
Yes_____ No_____ Plan to_____
attended an Awareness Conference? Yes_____ No_____ Plan to_____

b. For each Awareness Conference which you have conducted or where you have assisted, please give date, where held, approximate number of persons attending and describe your role:

2. Principal-Unit Leader Workshop

The Purpose of a Principal-Unit Leader Workshop (P-UL) is to train the principals and unit leaders of schools adopting IGE in the concepts and implementation strategies of IGE. The primary target audience in a P-UL is generally the principal and all unit leaders from each school contemplating the implementation of IGE. Other school district personnel and persons from other agencies and institutions may attend as well.

a. Since attending the MUS-E Implementor Workshop, have you:
conducted a P-UL? Yes_____ No_____ Plan to_____
served as a resource person at a P-UL? Yes_____
No_____ Plan to_____

attended a P-UL? Yes_____ No_____ Plan to_____

b. For each P-UL which you have conducted or where you have assisted, please give date, where held, describe your role. Also, please enclose lists of participants or schools if available.

3. Pre-Opening of School Workshops (3-5 days)

The Pre-School Workshop is a 3-5 day staff development activity conducted in schools which are beginning their first year of IGE/MUS-E implementation. The purpose is to ensure an orderly transition to MUS-E operations. The workshop provides staff members with training in IGE concepts and procedures, and time for the units to begin planning programs and procedures. The Pre-School Workshop is planned by the Instructional Improvement Committee of the school. All school staff members participate in the Workshop.

a. Since attending the MUS-E Implementor Workshop, have you: served as a resource person and/or conducted a Pre-School Workshop? Yes_____ No_____ Plan to_____

b. For each Pre-School Workshop you have conducted or where you have served as a resource person, please give date, where held, names and addresses of schools represented, and describe your role:

C. Providing Assistance to Established IGE Schools

1. League Facilitator

A League Facilitator serves a League of IGE schools in an ongoing capacity. His/her responsibilities may include coordinating inservice functions, helping new IGE schools get started, and relating to other leagues or agencies on behalf of the League.

Since attending the MUS-E Implementor Workshop have you become the League Facilitator for any IGE School League?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please give name of league, league chairperson and area served:

2. Establishing New Leagues

Since attending the MUS-E Implementor Workshop, have you worked to establish new leagues in areas where no leagues existed? Yes_____ No_____ Plan to_____
If you have done this or plan to, please give areas served, name of league(s) and name of league chairperson:

3. Providing Consultation and Inservice to Established IGE Schools

Have you had any contact with established IGE schools other than schools you may have worked with as a League Facilitator? Yes_____ No_____ Plan to_____
If you have done this or plan to, please give names of schools you have worked with and your role (type of consultation provided, type of inservice workshop provided, amount of time spent):

D. State Networks

Since attending the MUS-E Implementor Workshop, have you become a member of the SICC or participated in any State Network-sponsored activities other than those mentioned above?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly the additional activities:

E. Information Presentations

Other than the activities mentioned above, have you made presentations concerning IGE to any groups (for example, professional associations, college classes, parent groups)?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (type of group, date, place, type of presentation):

F. Implementor's Manual

1. Have you used the IGE Implementor's Manual to help you function as an implementor? Yes_____ No_____
If yes, please describe briefly.

2. Do you feel the Manual contains adequate resource material to help you in working with local schools? Yes_____ No_____
Please comment.

3. Do you feel the Implementor's Performance Objectives provide an adequate description of the implementor's role and responsibilities? Yes_____ No_____
Please comment.

4. Have you used the Performance Objectives included in the Manual to help you in working with local schools?
Yes_____ No_____ If yes, please describe briefly.

III. Recommendations for Future IGE Workshops

We are concerned about improving the effectiveness of our workshops and identifying what needs exist for follow-up workshops. Assuming we are successful in obtaining funds for continuing our training program, we plan to conduct two series of workshops. Series A would be for people new to IGE. Series B would be for persons like yourself who have attended previous workshops.

A. Based on your experience, what should we expand or add to the Series A workshops?

B. What topics would you like us to provide in the Series B follow-up workshops?

APPENDIX J

PRODUCT COORDINATOR WORKSHOP GOALS AND
OBJECTIVES WITH SAMPLE AGENDAS

INDIVIDUALLY GUIDED MOTIVATION WORKSHOP
June 10-11, 1975
Salt Lake City, Utah

AGENDA

Tuesday, June 10, 1975

8:30 a.m. Registration and coffee

9:00 Welcome--Introduction--Workshop Objectives

9:15 Preassessment Exercise

9:45 OVERVIEW OF PROGRAM

/I/G/M/ Overview Goals for Coordinators:

1. Become familiar with the development, history and scope of the /I/G/M/ System.
2. Become familiar with the development and presentation components of an /I/G/M/ one-day awareness conference.
3. Become familiar with the four motivational-instructional procedures of /I/G/M/ and the implementation strategies, the inservice program and materials.

/I/G/M/ OBJECTIVES FOR COORDINATORS

Each participant will be able to:

1. Comprehend and explain the /I/G/M/ System.
2. Name the origin and develop the history of /I/G/M/ as a system.
3. Name the four /I/G/M/ motivational-instructional procedures.
4. Name the six teacher behaviors utilized in /I/G/M/.
5. List the steps introducing and implementing /I/G/M/ on a school building, district or state level.

Tuesday, June 10, 1975 (Continued)

/I/G/M/ Seminar Activities	Materials	Mode
I. Introduction a. Didactic setting to deal with goals 1,2,3	Transparencies	Total Group Didactic
II. View IGM Overview Film	Film: "Individually Guided Motivation: An Overview"	Group Discussion
III. Receive five IGM handbooks. Become familiar with use and overview content. Discuss Chapter 1	a. Handbook: IGM b. A Guide for Adult-Child Reading Conferences c. Implementation Manual d. Tutoring Can Be Fun e. College Instructor's Guide	Total Group

10:30 "ENCOURAGING INDEPENDENT READING"

/I/G/M/ Goal: Participants will become motivational experts by learning the motivation-instructional procedures for independent reading conferences which will help students become motivated to learn subject matter and become increasingly independent in their learning and other activities.

/I/G/M/ Objectives for Independent Reading Conferences:

The implementor will attain and demonstrate knowledge of:

a. the objectives of the reading conference,
b. the motivational principles used in the conferences,
c. the conference procedures,
d. the tasks involved in preconference planning.

/I/G/M/ Seminar Activities	Materials	Mode
I. Discussion of IGM Handbook, Chapter 2	IGM Handbook, Chapter 2, pp. 19-41	Total Group
II. View film and discuss	Film: "Encouraging Independent Reading" Handout on Focusing Questions	Small Group
III. Read and Study IGM Guide; discuss with peers	A Guide for Adult-Child Reading Conferences, pp. 1-26	Independent Small Group
IV. Role playing, study exercises with peers	A Guide for Adult-Child Reading Conferences, pp. 27-28	Small Group

Tuesday, June 10, 1975 (Continued)

12:00 Lunch

1:00 p.m. "SETTING INDIVIDUAL GOALS FOR LEARNING"

/I/G/M/ Goal: Participants will become motivational experts by learning the motivational-instructional procedures for goal setting conferences which will help students become motivated to learn subject matter and become increasingly independent in their learning and other activities.

/I/G/M/ OBJECTIVES:

The implementor will attain and demonstrate knowledge of:

a. the objectives of the goal-setting conferences,
b. the motivational principles applied in the conference,
c. the conference procedures,
d. the tasks involved in pre-conference planning.

/I/G/M/ Seminar Activities	Materials	Mode
I. Discussion of IGM Handbook, Chapter 3	IGM Handbook, Chapter 3, pp. 43-66	Total Group
II. View film and discuss	Film: "Setting Individual Goals for Learning" Handout on Focusing Questions	Small Group
III. Conduct self-assessment exercises through small group discussion	IGM Handbook, pp. 64-66	Small Group

2:30 BREAK

2:45 "GUIDING CHILDREN TOWARD SELF-DIRECTED BEHAVIOR"

/I/G/M/ Goal: Participants will become motivational experts by learning the motivational-instructional procedures for children become increasingly self-directive which will help students become motivated to learn subject matter and become increasingly independent in their learning and other activities.

/I/G/M/ OBJECTIVES:

The implementor will attain and demonstrate knowledge of:

a. the objectives of the small-group conferences,
b. the motivational principles used in the conferences,
c. the conference procedures,
d. the tasks involved in preconference planning.

Tuesday, June 10, 1975 (Continued)

/I/G/M/ Seminar Activities	Materials	Mode
I. Discussion of IGM Handbook, Chapter 5	IGM Handbook, Chapter 5, pp. 95-116	Total Group
II. View film and discuss	Film: "Guiding Children Toward Self-Directed Behavior" Handout on Focusing Questions	Small Group
III. Conduct self-exercises through small group discussion	IGM Handbook, pp. 117-118	Small Group

Wednesday, June 11, 1975

8:30 a.m. "GUIDING CHILDREN AS TUTORS"

/I/G/M/ Goal: Participants will become motivational experts by learning the motivational-instructional procedures for guiding children as tutors which will help students become motivated to learn subject matter and become increasingly independent in their learning and other activities.

/I/G/M/ OBJECTIVES:

The implementor will attain and demonstrate knowledge of:

a. the objectives of tutoring,
b. the motivational principles applied while tutoring,
c. the tutoring procedures,
d. the tasks involved in planning to start tutoring.

(continued)

Wednesday, June 11, 1975 (Continued)

/I/G/M/ Seminar Activities	Materials	Mode
I. Discussion of IGM Handbook, Chapter 4	IGM Handbook, Chapter 4, pp. 69-92	Total Group
II. View film and discuss	Film: "Guiding Children as Tutors" Handout on Focusing Questions	Small Group
III. Read and Study Tutoring Can Be Fun	Tutoring Can Be Fun, pp. 1-54	Independent Small Group
IV. Conduct self-assessment exercises through small group discussion	IGM Handbook, pp. 91-92	Small Group

10:00 Break

10:15 Post-test

10:45 A Look at the Inservice Implementation Manual for /I/G/M/

and/or

College Instructor's Guide

11:30 Wrap-up

AGENDA FOR THE THREE-DAY
WISCONSIN DESIGN READING WORKSHOP

First Day

8:00 a.m.	Registration and Coffee
*9:00 a.m.	Introduction to the Workshop
	Session 1: Focusing Instruction with Objectives
12:00 noon	Lunch
*1:30 p.m.	Session 2: The Word Attack Element

*Two coffee breaks will be taken, one mid-morning, another mid-afternoon.

Second Day

*8:30 a.m.	Completion of Session 2: The Word Attack Element
	Session 3: The Study Skills Element
12:00 noon	Lunch
*1:30 p.m.	Session 4: The Comprehension Element
	Session 5: Self-Directed, Interpretive, and Creative Reading Element

*Two coffee breaks will be taken, one mid-morning, another mid-afternoon.

Third Day

*8:30 a.m.	Session 6: The Total Reading Program
	Session 7: Preparation for Implementation
12:00 noon	Workshop ends

*A coffee break will be held mid-morning.

APPENDIX K

SAMPLE FOLLOW-UP SURVEYS FOR PRODUCT COORDINATOR WORKSHOPS

Individually Guided Motivation Workshop

State Department

or

Intermediate Agency Follow-up Questionnaire

Name: _____

Title: _____

Agency: _____ Telephone: _____

Street Address: _____

City, State, Zip: _____

I. Background Information

A. How were you selected to participate in the Individually Guided Motivation workshop? (Check one).

_____ by the State IGE Coordinator

_____ by another person in my agency

_____ self-selected

_____ other (please describe)

B. Do you have the same position/assignment as you did when you attended the workshop? Yes____ No____
If "no", please identify new position/assignment.

C. Have you attended any /I/D/E/A/ clinicals or R&D Center sponsored workshops (Teacher Educator workshop, MUS-E Implementor workshop, Wisconsin Design workshop) since you attended the /I/G/M/ workshop? Yes____ No____
If "yes", please identify type of workshop, location, date and who sponsored it.

D. Are activities related to the /I/G/M/ or IGE considered part of your regular responsibilities? Yes____ No____
If "yes", approximately what percentage of your time is allocated for /I/G/M/ or IGE related activities? _____

E. 1. In addition to your regular responsibilities, how many hours per month would you estimate you have spent on /I/G/M/ or IGE related activities since the workshop? _____ hours per month.

2. What is the maximum number of hours per month you feel you could devote to /I/G/M/ or IGE related activities over and above your regular responsibilities? _____ hours per month.

F. Before attending the /I/G/M/ workshop, had you participated in any of the following activities?

_____ Attending workshops concerning the PreReading Skills Program
_____ Attending workshops concerning Developing Mathematical Processes
_____ Attending workshops concerning the Wisconsin Design for Reading Skill Development
_____ Attending an IGE Leadership Development Workshop (MUS-E Implementor, Teacher Educator)
_____ Attending an IGE Awareness Conference
_____ Conducting an IGE Awareness Conference
_____ Attending an IGE Principal-Unit Leader Workshop
_____ Conducting an IGE Principal-Unit Leader Workshop
_____ Serving as an IGE League Facilitator
_____ Serving on the Regional IGE Coordinating Council
_____ Serving on the State IGE Coordinating Council
_____ Serving on a State IGE Network Committee

II. Individually Guided Motivation Activities Following the Workshop

A. Consultant for Elementary Schools

1. Have you assisted schools which had already implemented one or more /I/G/M/ procedures* in resolving problems or improving their practices?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (number of districts, and schools you have worked with, /I/G/M/ procedure(s) implemented, participants, location, type of assistance you have provided, frequency of contact, dates).

2. Have you conducted or assisted in inservice sessions for elementary schools just beginning to implement an /I/G/M/ procedure?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (number of districts and schools you have worked with, procedure(s) being implemented, location, length and number of inservice sessions, participants, dates, your role in the inservice sessions).

*"Procedures" refers to the four procedures of /I/G/M/: "Guiding Children Toward Self-Directed Behavior," "Guiding Children as Tutors," "Setting Individual Goals for Learning," and "Encouraging Independent Reading."

3. Are any of the schools mentioned in Questions 1 and 2 above IGE/MUS-E schools? Yes____ No____
If "yes", please indicate which schools in the space below.

B. /I/G/M/ Presentations

Have you made any overview presentations on /I/G/M/ to any groups (for example, professional associations, college classes, parent groups, school staffs)?
Yes____ No____ Plan to____
If "yes", please describe briefly (type of group, date, place, type of presentation).

C. IGE/MUS-E Activities

Since attending the workshop have you assisted the State IGE Network in your state in any of the following ways?

1. Making a presentation about /I/G/M/ at an Awareness Conference?
Yes____ No____ Plan to____
If you have done this or plan to, please give date and location of conference(s).

2. Making a presentation about /I/G/M/ at a Principal-Unit Leader workshop?
Yes____ No____ Plan to____
If you have done this or plan to, please give date and location of Principal-Unit Leader workshop(s).

3. Assisting at an Awareness Conference or P-UL other than making presentations concerning /I/G/M/? Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (your role, type of activities, date, location).

4. Serving as an IGE School League Facilitator?
Yes____ No____ Plan to____
If "yes", please give name and location of League.

5. Serving on a Regional IGE Coordinating Council? Yes____ No____ Plan to____

6. Serving on your State IGE Coordinating Council? Yes____ No____ Plan to____

7. Serving on a State IGE Network task force or committee?
   Yes____ No____ Plan to____

8. Participating in any other State IGE Network activities?
   Yes____ No____ Plan to____
   If you have done this or plan to, please describe briefly.

II. Recommendations for Future Workshops

Having attended an /I/G/M/ workshop, do you feel you could benefit from attending additional workshops concerning /I/G/M/ or IGE/MUS-E? Yes____ No____
If "yes", please describe the topics and type of workshop which would be most useful to you now.)

Wisconsin Design for Reading Skill Development Workshop

Teacher Educator Follow-up Questionnaire

Name: _____

Position: _____ Department: _____

College/University: _____ Telephone: _____

Street Address: _____

City, State, Zip: _____

I. Background Information

A. How were you selected to participate in the Wisconsin Design for Reading Skill Development workshop? (Check one)

_____ by the State IGE Coordinator

_____ by another person in my institution

_____ self-selected

_____ other (please describe)

B. Do you have the same position/assignment as you did when you attended the workshop? Yes____ No____
If "no", please identify new position/assignment:

C. Have you attended any /I/D/E/A/ clinicals or R & D Center sponsored workshops (Teacher Educator workshop, MUS-E Implementor workshop, /I/G/M/ workshop) since you attended the Design workshop? Yes_____ No_____
If "yes", please give type of workshop, location, date and who sponsored:

D. Are activities related to the Design or IGE considered part of your regular responsibilities? Yes_____ No_____
If "yes", approximately what percentage of your time is allocated for Design or IGE related activities? _____

E. 1. In addition to your regular responsibilities, how many hours per month would you estimate you have spent on Design or IGE related activities since the workshop? _____ hours per month.

2. What is the maximum number of hours per month you feel you could devote to Design or IGE related activities over and above your regular responsibilities? _____ hours per month.

F. Previous Experience

Before attending the Design workshop, had you participated in any of the following activities?

_____ Attending workshops concerning the PreReading Skills Program
_____ Attending workshops concerning Developing Mathematical Processes
_____ Attending workshops concerning Individually Guided Motivation
_____ Attending an IGE Leadership Development Workshop (MUS-E Implementor, Teacher Educator)
_____ Attending an IGE Awareness Conference
_____ Conducting an IGE Awareness Conference
_____ Attending an IGE Principal-Unit Leader Workshop
_____ Conducting an IGE Principal-Unit Leader Workshop
_____ Serving as an IGE League Facilitator
_____ Serving on the Regional IGE Coordinating Council
_____ Serving on the State IGE Coordinating Council
_____ Serving on a State IGE Network Committee

II. Wisconsin Design for Reading Skill Development Activities Following the Workshop

A. Teacher Education Courses

Since attending the workshop, have you changed the teacher education program at your institution by:

1. developing a new course around the Design?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (course name, level, Design components*, materials or concepts included, amount of instructional time devoted to Design).

2. developing modules of instructional materials around the Design?
Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (name of module(s), level, Design components* or concepts covered, materials used, length of time required to complete module(s).

3. incorporating information about the Design and related materials in existing courses? Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (course name, level, Design components, materials or concepts included, amount of instructional time devoted to the Design).

*"Components" refers to the six components of the Design: Word Attack, Study Skills, Comprehension, Self-Directed Reading, Interpretive Reading, and Creative Reading.

4. requisitioning print or non-print materials concerning the Design for your university of departmental library? Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly the type and quantity of materials ordered.

5. making Design materials received at the Workshop available to other faculty?
Yes____ No____ Plan to____

B. Consultant for Elementary Schools

1. Since attending the workshop, have you served as a consultant to schools which had already implemented one or more components of the Design in resolving problems or improving their practices?
Yes_____ No_____ Plan to_____
If you have done this or plan to, please describe briefly (number of districts and schools you have worked with, location, Design components implemented, participants, type of assistance you have provided, frequency of contact, dates).

2. Since attending the workshop, have you conducted or assisted in inservice sessions for elementary schools just beginning tc implement a component of the Design? Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly (number of districts and schools you have worked with, location, component(s) being implemented, length and number of inservice sessions, participants, dates, your role in the inservice sessions).

3. Are any of the schools mentioned in Questions 1 and 2 above IGE/MUS-E schools? Yes_____ No_____
If "yes", please indicate which schools in the space below.

C. Design Presentations

Have you made any overview presentations on the Design to any groups (for example, school staffs, professional associations, college classes, parent groups)? Yes____ No____ Plan to____
If "yes", please describe briefly (type of group, date, place, type of presentation):

D. IGE/MUS-E activities

Since attending the workshop have you assisted the State IGE Network in your state in any of the following ways?

1. Making a presentation about the Design at an IGE Awareness Conference?
   Yes____ No____ Plan to____
   If you have done this or plan to, please give date and location of conference(s) and Design components covered.

2. Making a presentation about the Design at a Principal-Unit Leader workshop? Yes_____ No_____ Plan to_____
   If you have done this or plan to, please give date and location of Principal-Unit Leader workshop(s) and Design components covered.

3. Assisting at an Awareness Conference or P-UL other than making presentations concerning the Design?
   Yes____ No____ Plan to____
   If you have done this or plan to, please describe briefly (your role, type of activities, date, location).

4. Serving as an IGE School League Facilitator? Yes____ No____ Plan to____
   If "yes," please give name and location of league.

5. Serving on a Regional IGE Coordinating Council? Yes____ No____ Plan to____

6. Serving on your State IGE Coordinating Council? Yes____ No____ Plan to____

7. Serving on a State IGE Network task force or committee? Yes____ No____
   Plan to____
   If you have done this, or plan to, please describe briefly.

8. Participating in any State IGE Network activities other than those mentioned above? Yes____ No____ Plan to____
If you have done this or plan to, please describe briefly.

III. Recommendations for Future Workshops

Having attended a Design workshop, do you feel you could benefit from attending additional workshops concerning the Design or IGE/MUS-E? Yes____ No____
If "yes," please describe the topics and type of workshop which would be most useful to you now on the back of this page.